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ABSTRACT

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These guides are designed to accompany the program broadcasts for May 1-29, 1998. Top stories include: effects of a labor strike on Denmark's economy (May 1); the new currency of the European Union, the "euro" (May 4); attempts at Middle East peace agreements in London (May 5); a new proposal by the United States aimed at jumpstarting the Mideast peace process (May 6); an explosion in space (May 7); an international merger, creating the world's fifth largest automaker (May 8); Sinn Fein approves the Northern Ireland peace agreement (May 11); the international community reacts to nuclear testing by India (May 12); attention on the "Seinfeld" finale (May 13); President Clinton calls for tough sanctions against India for its nuclear testing (May 14); violence over the economic and political situation in Indonesia (May 15); the 50th anniversary of the "Declaration of Human Rights" (May 18); the United States Department of Justice accuses Microsoft of unfair competition in the software industry (May 19); Indonesian President Suharto's resignation (May 21); Northern Ireland's citizens approve the peace accord (May 26); students at Thurston High return to school (May 27); a High School in Oregon is the site of gun violence (May 22); firefighters battle blazes in Florida (May 28); and Pakistan defies threats of international sanctions and denotes five nuclear devices (May 29). (AEF)

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CNN Newsroom Classroom Guides.
May 1998

by Turner Educational Services

ED 419 485

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2A

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By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T_3, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

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Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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America Online	National	800-344-6219
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Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNer/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523
	LEARNING LINK PROVIDERS	
Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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☐ Other ______________________

Student enrollment: ______________________

School Name: ______________________

Address: ______________________

City: ______________________

State: ______________ Zip: ______________

County: ______________________

School Phone: ( ) ______________________

Principal's Name: ______________________

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NAME

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JOB TITLE DEPT COURSE

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SIGNATURE DATE

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JOB TITLE DEPT COURSE

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JOB TITLE DEPT COURSE

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NAME
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JOB TITLE DEPT COURSE

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NAME
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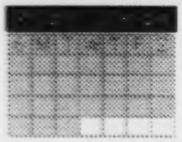
CNN NEWSROOM WORLDVIEW



May 1, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	A labor strike in Denmark is crippling the nation's economy.	**2:30**	4:10
In the Headlines	DISAGREEMENT MARKS ISRAEL'S BIRTHDAY CELEBRATIONS...	**:25**	4:35
Editor's Desk	**TEACHERS: PLEASE PREVIEW THIS REPORT** Does violence in the media cause children to commit acts of violence?	**3:05**	7:40
Our World	A combination of schooling and counseling gives some juvenile offenders a second chance.	**5:50**	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:30
Top of the World	A new museum gives visitors insight into the experiences of American POW's.	**4:20**	20:50
Inside South America	Mosquitos can be deadly in Rio de Janeiro.	**1:40**	22:30
Culture Watch	French authorities prove there's more than one way for a subway to move people.	**5:15**	27:45
	CNN NEWSROOM CLOSE	**:15**	28:00

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Instructional Programs From CNN NEWSROOM

CNN TNT CARTOON NETWORK

Top Story

Denmark Strike

1. Why are Danish transport and service industry workers on strike? How long have they been out of work? According to the video, what has been the cost of this strike so far for Denmark's economy?
2. How are everyday citizens being affected by this strike? What is "panic buying?" Why is panic buying happening in Danish supermarkets? Have students work in small groups to conduct research about other effects of this strike on the people of Denmark (i.e., canceled flights, fuel shortages). Have groups share their findings. List these effects on the board. Generate a class discussion about the "ripple effects" of each. For example, students should consider the problems caused to Denmark's tourist industry as a result of closed airports. Discuss what a similar strike of one-fifth of the workforce could do to your city or town if it occurred there. Ask students: When does a strike become a public safety issue? When, if ever, should the government step in to end the strike? Discuss.

3. Direct groups of students to conduct research to learn more about Denmark's economy and share their findings. What factors account for the high standard of living enjoyed by the citizens of Denmark? How could a strike of this magnitude, if it continues, ultimately impact that standard?

LINKS:
http://cnn.com/WORLD/europe/9804/29/denmark.strike.talks/
http://www.investindk.com/facts/economy.html

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Editor's Desk

TEACHERS: PLEASE PRESCREEN THIS STORY
Media Violence and Kids

1. Discuss the ongoing debate over violence in the media and its effects on children and adults. Have students debate the pros and cons of censoring violence in the media. Students should use arguments presented in the video and on the INTERNET to gather evidence for their positions.

2. How does the video account for the fact that in Japan violence does not appear to lead to violence in young people? Do students agree or disagree? Have students watch several different programs from cartoons to TV news, listing the various acts of violence and their consequences. Based on their lists, how do students define an act of violence? Do all students agree? How might this become problematic for lawmakers? Do students note

any cases where the program(s) showed the consequences of violent acts? If so, do students think these consequences would discourage young people who may want to imitate what they see on TV?

3. Why do students think that the media is becoming more and more violent? Is it a matter of supply and demand? Could either the supply or the demand for violence in the media diminish? Assuming there will always be a "supply" of violence on television, can students think of any alternatives to help parents and their kids learn how to differentiate between acts of violence in the media and acceptable behavior for the real world? Have students create a brochure for parents on how to help their children become more media literate.

LINKS:
http://www.aap.org/advocacy/childhealthmonth/media.htm
http://interact.uoregon.edu/MediaLit/FA/MLArticleFolder/defining.html

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Our World

Juvenile Justice

1. What is a "juvenile offender?" Describe the facilities that house juvenile offenders in California. How do authorities at these facilities attempt to change the lifestyle of these juveniles? Do you think this is a realistic task? Explain. How does this system attempt to prepare these juveniles for life outside the facility?

2. What is criminal counseling, and why do you think this program is required of the wards? Why do you think many juvenile offenders are unaware of the damage and personal pain they have caused for their victims and their families? Do you think one can be taught to feel remorse and a sense of social responsibility? Explain.

3. Ask students to consider who or what they believe is responsible for the dramatic increase in juvenile crime, and share their ideas. Then have students work in groups to gather evidence about juvenile crime and its causes. Have groups share their findings in class discussion. After all information has been presented, have students read the piece from the BALTIMORE SUN that can be found in the first INTERNET site listed below. Challenge students to offer their reactions to the piece in a brief position paper. Is juvenile justice a product of a society that cannot deliver

the "American Dream" to all, or is it the result of something else?

LINKS:
http://www.sunspot.net/columnists/data/olesker/051397olesker.html
http://cji.net/crimesta.htm
http://www.acm.cps.msu.edu/~wyattgeo/crime/

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Editor's Note

TODAY'S NEWS TERMS

- **picket lines**
- **felony**
- **union**
- **ward**
- **media literacy**
- **juvenile crime**
- **popular culture**
- **rehabilitation**

WORLDVIEW

POW Museum

1. What does POW stand for? Based on the video what skills were necessary to survive "the dreaded horrors of combat?" How did these men get through "the most desparate period of their lives?" How might a museum for POWs differ from memorials to veterans or those who died in war?

2. Have students discuss why a museum was created to keep these memories alive. What makes the stories of these soldiers important and interesting to others? Who do students think is the intended audience? What do students think people can learn from visiting this museum? One soldier named Jesse Knowles wrote a poem called "THEY," a story in verse of the Death March of Bataan during World War II. Have students read this poem on the INTERNET. How do these and other personal stories of war compare with learning about war from a textbook?

3. The POW Museum is located in Andersonville, Georgia. Have students research this location to determine its significance as a prisoner of war camp during the Civil War. How did the experiences of the prisoners at Andersonville compare with those described in the video? Using the video and the INTERNET, students should make recommendations for how this museum can fully memorialize the experience of the POWs.

LINKS:
http://www.geocities.com/Pentagon/8967/index.html
http://www.inusa.com/tour/ga/albany/anhs.htm

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Inside South America

Dengue Fever in Brazil

1. What is Dengue? What are the characteristics of this disease? How is it spread? Describe symptoms of the two strains of Dengue Fever. How does the geography of Rio de Janeiro provide an environment conducive to the spread of Dengue? Why is Dengue considered an epidemic?

2. Dengue is a virus, not a bacteria. Knowing this, why do students think there is no medicinal cure for the disease? If there is no treatment, how can people prevent themselves from contracting the disease? What efforts are being made to eradicate this disease? Using the video and information from the INTERNET, have students create a pamphlet to teach people about Dengue Fever and how it spreads.

LINKS:
http://www.cdc.gov/travel/dengfvr.htm
http://www.infoasis.com/people/stevetwt/Disease/dengue.htm

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Culture Watch

Culture Watch

Metro Music

1. Why did French authorities originally try to eject the "would-be musicians" from the subway system? How did these authorities turn a bad situation into a good one? Have students create a cause and effect chart for both options: Ejecting the musicians and "joining the musicians in their own game." Did the authorities make the right decision? Discuss.

2. How does the culture of France help foster this new brand of organized music? How does this culture compare with that in the U.S.?

3. Have students use the INTERNET to gather tourist information on the French Metro system. Have them submit a paragraph to the Metro authorities highlighting how the music of the Metro could be included in tourist information.

4. Authorities in France had two choices for dealing with the musicians in their subways: Force the musicians out of work or work within the existing situation to make it a win-win for all

parties involved. Have students identify conflicts in their own lives where they were faced with an authority figure who wanted them to do something against their wishes. Challenge each student to apply the solution to the French subway problem to create a win-win situation in his/her personal case.

LINKS:
http://www.ratp.fr/index.eng.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

POW
Andersonville
Bataan Death March
Dengue
epidemic
eradicaton
Metro
diversification

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CNN NEWSROOM WORLDVIEW

May 4, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	-Member nations of the European Union will soon have a new single currency, the euro. -Unity has long been on the minds of many in Europe.	9:20	11:00
In the Headlines	NO OPTIMISM FOR MIDEAST PEACE TALKS... STALEMATE IN DENMARK STRIKE TALKS... SHUTTLE COMES HOME...	1:00	12:00
Environment Desk	El Nino has had devastating effects on humans and the environment, but some animals are thriving.	2:25	14:25
	TOSS TO CNN NEWSROOM WORLDVIEW	2:50	17:15
Top of the World	The people of South Africa remember a troubled past but hope for a bright economic future.	5:00	22:15
Inside Asia	Japanese officials hope that self-service means lower prices at the pump.	2:25	24:40
Culture Watch	Hundreds of works of art, declared "politically incorrect" by Iranian leaders, are hidden from view in a museum basement.	3:10	27:50
	CNN NEWSROOM CLOSE	:10	28:00

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Instructional Programs From: CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

European Currency

1. Who is the president of Europe's new Central Bank? What is his country of origin? Why was this individual chosen for the post? What had to be done to pacify French President Jacques Chirac, who had put forward a rival French candidate? Who brokered the deal to satisfy France? How does this situation illustrate the potential for problems among members of the EU?

2. How many of the 15 EU member nations will adopt Europe's new single currency? What will this currency be called? Which member nations chose not to participate in transacting with the euro? When will the current European currencies be eliminated?

3. Why are some opposed to the implementation of a single European currency? Review with students the concept of "national sovereignty." Then direct students to research the long-range plans for a unified Europe and share their findings. What are the benefits of membership in the EU? Are there any drawbacks? Could membership in the EU impact a country's national identity and culture? Have students write opinion papers offering their views of a unified Europe. Do students think the benefits of a unified Europe outweigh concerns about national sovereignty? Why or why not?

4. Describe Europe's first steps toward unity. What was the motivation for each of these attempts? What was the objective of the Treaties of Rome? How did the Cold War promote European unity? What was the result of the Maastricht Treaty? In spite of all these attempts at unification, has the EU spoken with a single voice in matters of public policy? Explain.

5. Generate a class discussion about the purposes of the many alliances and international organizations, such as the United Nations, that currently exist. Group students. Have each research at least one of these alliances/organizations to find out what countries are members, what is its purpose, and what opposition, if any, there was to this arrangement. Have groups present their findings and compare/contrast that alliance with the EU. What does the EU offer European nations that other alliances do not? If the U.S. could be a part of a similar alliance, using, for example, a currency common to all North America, would students support the idea? Why/why not? What does a nation stand to gain and to lose in any economic or political

alliance? Discuss.

LINKS:
http://www.europe.ibm.com/euro/challeng/index.html
http://europa.eu.int/abc/obj/chrono/en/them8.htm
http://csf.colorado.edu/ipe/po497/ingrid/defn.html
http://www.yahoo.com/Government/International_Organizations/

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Environment Desk

El Nino Birds

1. According to the video, which animals are benefiting from this year's El Nino? Which ones are suffering because of it? What consequences might occur the year after a large population surge or decline of these animals? Discuss how predator and prey relationships might be affected.

2. Group students. Have each search the INTERNET and/or current periodicals to find more animal "beneficiaries" and "victims" as a result of El Nino '98. Have groups pool their research to create one large chart for the entire class. Post the chart in a prominent place and keep track of each species' progress (or decline) over the next several weeks. Do students think the beneficiaries will continue to grow in numbers and the victims continue to die out? With predator and prey relationships in mind, how might both beneficiaries and victims return to pre-El Nino population numbers naturally? Discuss.

LINKS:
http://cnn.com/EARTH/9803/08/baby.condor/index.html
http://cnn.com/EARTH/9802/14/flamingos/index.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

European Union

Cold War

euro

El Nino

sovereignty

condor

Maastricht Treaty

San Juan Capistrano

CNN NEWSROOM **WORLDVIEW**

Top Of The World

South Africa Profile

1. Locate the nation of South Africa on a world map. Write the word "apartheid" on the board and have students look up its definition. When did apartheid exist in South Africa? What events led to its demise? Have students work in groups to research "the international pressure that brought the masters of segregation to their knees." Discuss student findings. How did the international community help create what is today's government in South Africa? Do you agree with President Clinton and others who believe the international community has a responsibility to "assist in the development" of this nation? Why/why not?

2. Explain why April 1994 is significant in the history of South Africa. What is the job of the Truth and Reconciliation Commission? Who established this board? Who is Nelson Mandela? What challenges does he face as President of the new South Africa?

3. In recent weeks we have heard a great deal about a desire for international investment and economic equality in South Africa. Direct students to work in groups to conduct research about the economy of South Africa and what the country has to offer the world market. What are its major resources? Products? What opportunities exist for new industries? Have each group make a formal presentation of its "economic profile" of South Africa. Generate a class discussion about the obstacles that prevent all South Africans from enjoying the benefits of economic development. Is there equality of opportunity for all South Africans? What can be done to remedy this situation? Finally, have each student write a letter to President Mandela, offering his/her ideas for economic expansion and prosperity for all South Africans.

LINKS:
http://www.southafrica.net/default.html
http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html
http://www.bradynet.com/e159.html

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Inside Asia

Japanese Gas Stations

1. Describe a trip to a "typical" gas station in Japan. How is it

different from filling up at a gas station where you live? Why have only full-service stations existed in Japan until now? Why is the government of Japan finally allowing self-service stations to begin operating?

2. According to the video, how do gas prices in Japan compare with those in other countries? Why do you think these prices are so high? What is deregulation? Discuss the reason why deregulation of an industry typically results in reduced prices for that product or service. Why are some experts in Japan fearful that consumers will not favor self-serve gas stations? What factors are likely to determine consumer preference in this case? What do you think will happen to the price of gas in Japan if these experts' predictions are accurate? Why?

LINKS:
http://www.voicenet.co.jp/~davald/gaspricecartel.html
http://satellite.nikkei.co.jp/enews/TNW/back/85data.html

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Culture Watch

Iran's Hidden Art

1. What are some works of art that can be found in the basement of Tehran's Museum of Contemporary Arts? How did Iran acquire these pieces? What happened to much of Iran's art in the early days of the Islamic Revolution? Why are government officials currently keeping the pieces shown in the video from public display?

2. Have students work in groups to learn more about the Islamic Revolution that took place in Iran in 1979. What was the objective of the revolution? How did the movement change Iran, both socially and politically? Have groups share their findings. Discuss why the art shown in the video does not conform to the cultural standards set by the Islamic Revolution. If students were to travel to Tehran, what kind of art would they expect to see instead? Why? **EXTENSION:** Since 1979, the Iranian government has been a theocracy, that is, rule by the religious. Discuss some other labels for forms of government (i.e., monarchy, autocracy, democracy) and ask students to consider how cultural expression might be different if Iran were classified as one of these other labels.

LINKS:
http://www.ipis.org/iran/iran.html
http://www.iran.org/humanrights/UN971015.htm
http://www.peak.sfu.ca/the-peak/95-2/issue5/iran.html

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Editor's Note

TODAY'S NEWS TERMS

oppression
competitive
segregation
martyrdom
Nelson Mandela
Tehran
deregulation
politically incorrect

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CNN NEWSROOM WORLDVIEW

May 5, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	Mideast leaders are in London to make one more attempt at peace.	3:30	5:10
In the Headlines	UNABOMBER GETS LIFE IN PRISON...	:35	5:45
International Desk	Thailand's devalued currency makes a stay in the hospital a real bargain.	3:55	9:40
Our World	Young reporters are on the scene of the National Cable Television Association convention.	2:55	12:35
Look Ahead	Join us for "Justice for All: Human Rights at 50" on CNN NEWSROOM & WORLDVIEW, May 18th.	:50	13:25
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	16:25
Top of the World	Botswana is home to Africa's most stable and profitable democracy.	3:55	20:20
Political Front	Families of Khmer Rouge victims search for justice, aided by the U.S. government.	2:45	23:05
Inside Russia	Lack of government funding has left many blind Russians without guide dogs.	2:20	25:25
Information Please	Women in Mexico City can now participate in professional boxing.	2:20	27:45
	CNN NEWSROOM CLOSE	:15	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

London Peace Talks

1. What world leaders are currently meeting in London to discuss the Mideast situation? What problems exist in the negotiations?What is the role of the United States in this process? Who is Madeleine Albright? How would you characterize her attitude toward achieving a Mideast peace settlement? Do you think her efforts will produce results? Explain.

2. In the video we hear Yasser Arafat's adviser say that "a peace process cannot live on procrastination." What does he mean? Who is "procrastinating" here, and in what sense? Why do you think he is not taking a more active role towards achieving a peace settlement? Remind students that Israeli Prime Minister Netanyahu was elected because of his hardline stance in dealing with the Palestinians. Discuss what he has to gain and to lose politically by holding out the olive branch to Israel's Arab neighbors.

3. One of the most sensitive issues in these talks is the status of the West Bank and the city of Jerusalem. Have students locate Jerusalem on world maps. Discuss reasons why what happens in Jerusalem is of interest to the rest of the world. Have students work in groups to learn more about the religious and political interests that claim the city as theirs. In class discussion, have groups share their findings. Why is it so difficult to ascertain to whom Jerusalem "belongs?" Have each student write a brief paper offering his/her proposal for a compromise on the status of Jerusalem.

LINKS:

http://www.pathfinder.com/time/magazine/archive/1996/dom/960603/books.jerusalem.html

http://www.cni.mynet.net/jerusal.html
http://www.afsc.org/meadv.htm

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International Desk

Thailand Hospital Prices

1. Explain why a stay in the hospital in Thailand is a bargain compared to a stay in a U.S. hospital. What kinds of procedures can one have at the hospital shown in the video? How do these compare to those procedures offered by your local hospital? What is malpractice? Why do you think Thailand's hospitals do not carry malpractice insurance? How does this affect operating costs? Do you think this arrangement is good for consumers? Why/why not? Discuss other measures taken by the hospital in Bangkok designed to reduce costs and lower prices.

2. What is the baht? What does it mean when a currency is devalued? How has the baht's devaluation helped lower the cost of hospitalization in Thailand?

3. Generate a class discussion about exchange rates and how they impact buying power around the world. Then assist students in checking on-line or other resources for recent currency exchange rates worldwide (the first site below should assist you.) Compare the different currencies listed to the U.S. dollar. Ask students: "If you wanted to get the most for your travel dollar, where would you go? Which countries do you think would have the best bargains for traveling shoppers? Why?"

LINKS:
http://www.dna.lth.se/cgi-bin/kurt/rates
http://bangkok.com/baht/

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Our World

NCTA Convention

1. What is the NCTA? Where is it holding its annual conference? What kinds of things can one see and do there? What would you like to see in the future for cable television? What kinds of programming do you envision your children watching? Challenge students working in groups to devise a one-day programming schedule for a cable TV station twenty years from now. Have groups share their ideas. Discuss how television programming has evolved since the first televisions became a standard in American homes.

2. If possible, arrange for a field trip to a cable TV station or to one of its affiliates. Have students note how many different talents are involved in the production of a single program, and what each individual does. Have each student research and write a brief job description of any one of the individuals (i.e., technical director, producer, writer, engineer, anchor) who

makes a broadcast possible.

LINKS:
http://www.ncta.com/index.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

Yasser Arafat	**Benjamin Netanyahu**	**Madeleine Albright**	**baht**
devalue	**exchange rate**	**NCTA**	**interactive**

CNN NEWSROOM WORLDVIEW

Top Of The World

Botswana Profile

1. Describe the government of Botswana's environmental policy. What animal does Botswana have more of than any other country? Have students work in groups to investigate claims of mismanagement of Botswana's elephant herds and share their findings. Based on what students discover, do they think these claims have merit? Discuss.

2. What industry was responsible for bringing nearly 2 billion dollars into Botswana last year? How has Botswana's economy changed in recent years? In spite of its wealth, what problems still confront this nation?

3. According to the video, why should President Clinton envy the political history of Botswana? How is Botswana unique among the nations of Africa? Have students work in groups to research and create a political profile of this nation. How does its government work? What kinds of rights exist for individuals? Have each group present its findings. Discuss what South Africa, the nation profiled in yesterday's "Destination Africa" segment, could learn from Botswana's political experience.

LINKS:
http://www.odci.gov/cia/publications/factbook/bc.html
http://www.interknowledge.com/botswana/index.html

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Political Front

Cambodia Survivors

1. What experience did the man in the video have that drastically changed his life? What is he doing to try to find out why this happened? What is the Khmer Rouge? Who was its leader? Where is he now? Why do many fear that justice may be difficult to obtain?

2. In 1994, Congress passed and President Clinton signed the Cambodian Genocide Justice Act. This law established a U.S. Department of State Office of Cambodian Genocide Investigations (CGI). The CGI is charged with preparing to bring Khmer Rouge leaders to justice for their actions from 1975-1979. Have students go to the first website below and read the bill that established the CGI. Generate a class discussion for students to speculate why the U.S. became involved in trying to bring the Khmer Rouge to justice. What could families of victims of the Khmer Rouge now living in the U.S. do to assist the government in its quest for justice?

LINKS:
http://www.pactok.net.au/docs/dccam/wwwcgja.txt
http://www.pactok.net.au/docs/dccam/dccam.htm

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Inside Russia

Russian Guide Dogs

1. What is a guide dog? What has happened to guide dog placements in Russia since the collapse of the Soviet Union? What are the key factors contributing to this situation? Is a guide dog something most Russians can afford? What is the relative cost of a guide dog there? According to Tamara Charikova, what is the worst part about not having a guide dog?

2. How has everyday life in Russia changed since the fall of communism? Have students work in groups to research how the change in ideology has affected Russians socially, economically and politically. Have groups share their findings in class discussion. What happened to the idea of the government looking after individuals, from "cradle-to-grave"? What have Russians gained instead? Challenge each student to write a diary entry for a Russian citizen who has lived under both the communist and free market systems. How is his/her life different than it was fifteen years ago? Which does he/she prefer, and

why?

LINKS:
http://ftp.funet.fi/~timaham/Petrozavodsk/index.html

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Information Please

Mexico City's Female Boxers

1. How has the field of opportunities for female athletes changed in Mexico City? According to Elizabeth Sanchez, why is it important that women demonstrate their talent at this sport? What does she hope will result from female participation in boxing?

2. According to Raul Cruz, when were the original set of rules for this sport adopted? How were they different from the standards set today? Do you think rules of athletic competition should be identical for both genders? What issues come into play when making this kind of decision? How do you think a fair and objective policy can be achieved?

LINKS:
http://www.sportserver.com/newsroom/ap/oth/1998/oth/box/feat/archive/041698/box13823.html

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Editor's Note

TODAY'S NEWS TERMS

ivory
communism
carat
social welfare
Khmer Rouge
Mexico City
genocide
discrimination

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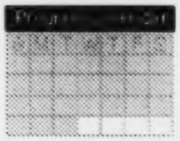
CNN NEWSROOM WORLDVIEW



May 6, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:45	1:45
Top Story	The U.S. offers a new proposal aimed at jumpstarting the Mideast peace process.	3:35	5:20
In the Headlines	JUDGE RULES AGAINST "EXECUTIVE PRIVILEGE" CLAIM...	:50	6:10
Business Desk	The number of teenagers in the U.S. is rising, along with their incomes.	3:45	9:55
Business Desk Extra	The Volkswagen Beetle is back, and consumers are rushing to buy!	1:00	10:55
Our World	**TEACHERS: PLEASE PREVIEW THIS REPORT** A new survey shows that some young athletes are resorting to anabolic steroid use.	2:25	13:20
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	16:20
Top of the World	Senegal is both a doorway to the past and a modern African success story.	3:55	20:15
Who, What, Where?	A new project offers Sumatra's cinnamon growers a chance to be profitable and environmentally-friendly.	3:50	24:05
Inside Europe	Scientists are thrilled to study the first dinosaur fossil found in Italy.	3:05	27:10
	CNN NEWSROOM CLOSE	:50	28:00

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Instructional Programs From CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

New Mideast Peace Proposal

1. What is the latest U.S.-sponsored proposal in the Mideast peace talks? Who has yet to accept this proposal in order for the talks to continue? What is the deadline for his decision? Explain the political dilemma Israeli Prime Minister Netanyahu faces regarding this proposal. To whom will it be a "hard sell," and why?
2. What are the Oslo Accords? How do the provisions of this agreement serve as a "roadmap" to peace in the Middle East? Have students work in groups to learn more about the Oslo Accords. Challenge groups to find differing opinions on who or what is responsible for the derailment of the peace process initiated by this agreement. Have groups share their findings. Discuss what each side feels it has to gain or lose by taking the next step on this journey to peace.
3. How has the U.S. played a role in the Mideast peace process? Have groups of students investigate U.S. involvement in Middle East peace negotiations over the last two decades, and share their information. Discuss the reasons why what happens in this region is of such profound interest to the U.S.

LINKS:
http://www.zoa.org//archives/oped30.html
http://www.badgerherald.com/opinion/fall97/102397opinion4.html

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Business Desk

Teen Market

1. According to the U.S. Census Bureau, how many teenagers currently reside in the U.S.? Why are marketers trying to capture the attention of this demographic group? What do businesses need in order to get the attention of these teens? Explain how peer influence has an effect on what teens will purchase. How can businesses capitalize on this fact to introduce their products and services to this growing teenage market?
2. Over a two-day period, ask students to list the kinds of businesses they patronize most often locally. What stores, restaurants, forms of entertainment, etc., does it seem most teenagers in your area visit? Have students share their lists. Discuss: Why are these businesses frequented by teenagers? Do they advertise to this age

group? Do they present goods, services or kinds of entertainment that appeal to teenagers? Would students consider these businesses successful? Why/why not? Challenge each student to write a brief analysis of what a local business must do to corner its share of the teenage market.

3. Introduce students to demographics and how businesses use them to determine when and how to advertise. From where do businesses secure their population statistics? Have students consult the U.S. Census homepage and research tools on-line (websites provided below) to learn more about the demographics of their own community. After reviewing local demographics, discuss which products and services are likely to be strongly marketed in your community, and why.

LINKS:
http://www.census.gov/
http://www.census.gov/main/www/srchtool.html

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Business Desk

Beetle-Mania

1. Describe the original Volkswagen Beetle and the newest version. Why has the public response to the new version been so overwhelming? How is Volkswagen responding to the demand? What do you think other carmakers can learn from this wave of Beetle-Mania?

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Our World

Kids and Steroids
TEACHERS: PLEASE PREVIEW THIS REPORT

1. What are anabolic steroids? Why do some athletes use them? Why do you think they are banned at nearly every level of sports competition? What does a recent University of Massachusetts survey reveal about anabolic steroid use that is especially disturbing? Why do you think some young athletes are taking these drugs? Is it a matter of peer pressure, performance pressure, or something else? Explain. What do you think it will take to get young athletes to stop using anabolic steroids?

2. How are anabolic steroids supposed to enhance an athlete's performance? How can these drugs "backfire" on those who take them? Have students work in groups to learn more about the

negative effects of anabolic steroid use and share their information. As a class project, combine and edit all information into a brochure or fact sheet on the dangers of anabolic steroid use, and offer it to your school's coaches as a reference for their athletes.

LINKS:
http://www.mayohealth.org/mayo/9409/htm/steri_sb.htm
http://nytsyn.com/live/Mens_health/197_071596_174224_969.html
http://www.healthlink.com.au/nat_lib/htm-data/htm-supp/SUPPS37.HTM

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Editor's Note

TODAY'S NEWS TERMS

West Bank
demographics
right-wing
savvy
land transfer
anabolic steroids
Census Bureau
atrophy

CNN NEWSROOM WORLDVIEW

Senegal Profile

1. Why is Senegal described as a "doorway to the past?" How is this nation's history closely connected with that of African Americans? Describe some of the changes that have taken place in Senegal since independence. How might Senegal's current political atmosphere and its future be influenced by its colonial past?

2. What problems does the government face as a developing democracy? How are other democratic nations, like the U.S., trying to help Senegal become self-sufficient? Using information from the video, list the nation's political and social assets. What detrimental factors are apparent? Do you agree that Senegal is an "African success story?" Why or why not?

3. In the video, a critic says, "...we are a very long way from having a true, dynamic democracy." Encourage students to examine the social and political health of Senegal. Have students research Senegal using the websites given below and other resources, and write editorials evaluating the current level of democracy. Have students also make suggestions for maintaining freedom in this African nation.

4. Many people visit Senegal to find their roots. Challenge students to explore the geneology of their own families. Ask groups of

students to set up "research labs" using the INTERNET, books, personal documents and letters, and public records. Invite students who have some knowledge of their family histories to share these with the class and provide clues about how to acquire geneological information. Follow up these presentations with a long-range project that allows each student to report his or her own findings.

LINKS:
http://www.sunugaal.com/da/info.html
http://www.culturebank.com/senegal1.html
http://www.tbwt.com/profiles/senegal.htm
http://www.washingtonpost.com/wp-srv/inatl/longterm/worldref/country/senegal.htm

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Who, What, Where ?

Sumatra Cinnamon

1. What incentives exist for Sumatra's farmers to plant cinnamon? According to the video, how do cinnamon plantations create an environmental threat? Describe how Forestrade works. Do you think it is preferable to a government-supported ecological program? Why or why not? What is the idea behind this project? What are the potential benefits of conservation? Are there any drawbacks to the program? Explain.

2. Introduce students ot the concept of "sustainable production." The Forestrade project described in the video has great ecological benefits in terms of eliminating use of pesticides and protecting watersheds. Organize a mock town meeting in which students assume the roles of Forestrade executives, community leaders, cinnamon farmers and environmental scientists. Have them enumerate the problems outlined in the video segment. Next, ask the group to produce a "contract" listing the goals and benefits of organic cinnamon production, as well as the steps all participants must take in order to implement such a program. Challenge them to address the land-use issue that is not directly influenced by the current Forestrade plan.

LINKS:
http://www2.condenet.com/db/dictionary/terms/c/cinnamon.html
http://www.botanical.com/botanical/mgmh/c/cinnam69.html
http://www.lonelyplanet.com.au/dest/sea/suma.htm
http://www.eastjava.net/sumatra.html

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Inside Europe

Italy Fossil

1. Why did the man who found the dinosaur fossil decide to turn it over to paleontologists? Why was the discovery important to scientists? What information can be learned about dinosaurs in general by studying this particular fossil? How does it apply to other areas of scientific knowledge? Students can find out more about the Scipionyx by visiting the first website listed below. Using the INTERNET, they can also visit other important "digs."

LINKS:
http://www.indyrad.iupui.edu/links.htm

http://www.pathfinder.com/time/magazine/1998/dom/980406/science.a_dinosaur_with_9.html

http://www.ucmp.berkeley.edu/Paleonet/Column/Jurassic.Html
http://www.dinosociety.org/homepage.html

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Editor's Note

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TODAY'S NEWS TERMS

Senegal	**insurrection**	**colony**	**organic**
sustainable production	**Scipionyx**	**paleontology**	**fossil**

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 7, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	The biggest explosion ever detected in space has been sighted in a distant galaxy.	**2:20**	4:05
Science Desk	Meteorologists have a system for classifying tornadoes.	**3:10**	7:15
Science Desk Extra	CNN's John Holliman presents a space exploration update.	**3:30**	10:45
Our World	The National Science Bowl promotes competition and an interest in science careers.	**2:50**	13:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:35
Top of the World	A new generation of African-Americans is committed to keeping its roots alive.	**4:40**	21:15
Newsquote	The debate continues over the merits of Afrocentric education.	**3:05**	24:20
Wild Kingdom	Visitors to the EDGE OF AFRICA can study animals in a natural setting.	**2:20**	26:40
Look Ahead	Tomorrow: The life and journeys of photographer Dan Eldon	**:40**	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Deep Space Explosion

1. What latest discovery in space has the attention of astronomers? What are gamma rays? Explain the significance of the gamma ray bursts. Do scientists know why these astronomical events occur? What theories are surfacing regarding these events? Until now, what was the source of the most energetic space explosions known to humans? How does a gamma ray burst compare to a supernova?

2. One writer has called these gamma ray bursts "titanic." Why do you think he describes them that way? How do you think future astronomers will recall the reactions of scientists upon viewing this phenomenon for the first time? Have students work in groups to research more about gamma ray bursts, then share information. Challenge each student to write a brief report on the event through the eyes of an astronomer who was one of the first to witness it. Have students read their reports and speculate what future celestial events may capture the attention and imagination of earth's inhabitants.

3. What do scientists know about gamma ray bursts and how did they obtain this information? Have students work in groups to research what scientists know about the space explosions and the technology behind the discoveries, including the Hubble Telescope, used to get a better look at the explosions. The websites below should help you. Have each group present its findings. Generate a class discussion about the massive costs of this kind of equipment. Do students think the latest discoveries in space justify these costs? Why or why not? Discuss.

LINKS:
http://oposite.stsci.edu/pubinfo/pr/97/20/PR.html
http://science.msfc.nasa.gov/newhome/headlines/ast05jan98_1.htm
http://ulysses.jpl.nasa.gov/ULSHOME/gamma-ray.html
http://imagine.gsfc.nasa.gov/docs/science/know_l1/know_bursts.html

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Science Desk

Twister Scale

1. What is the Fujita Scale? Upon what is it based? How do the characteristics of the tornado change, the higher its ranking on the scale? How might the scale be useful to people in an area of severe weather?

2. Working in small groups, have students use what they have learned about the Fujita Scale to create a scale for classifying hail. Remember that hail can be of different sizes, intensities (amount falling in a specified time period) and chemical compositions. Have groups share their ideas and outline why this scale might be important and who might benefit from it. If possible, share your scale with a local weather station.

LINKS:
http://www.tornadoproject.com/fujitascale/fscale.htm
www.usatoday.com/weather/wfujidef.htm

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Science Desk

View from Space

1. Why did the crew of the shuttle COLUMBIA have to work to keep the baby rats on board from dying? How did the astronauts take over as "parents" of these animals? What other problem did the shuttle encounter on this 16-day mission? What is the purpose of the next shuttle mission?

2. How long has the MIR station been in space? Why is its mission ending sooner than anticipated? Why are U.S. officials currently upset with their Russian space counterparts? What joint U.S.-Russian project is currently behind schedule as a result?

3. Three years ago, a NASA official remarked of the planned International Space Station, "They'll be lots of opportunities to get nervous." Why do students think he said this? How would students rate the Russian space program? Have them work in groups to gather information about Russia's space program, including information on MIR, and share their findings. Do students think the joint space station is a good idea, scientifically speaking? Politically speaking? Have each student write an editorial column stating his/ her views on U.S.-Russia space partnerships.

LINKS:
http://www.aip.org/enews/fyi/1994/fyi94.060.txt
http://cnn.com/TECH/space/9804/02/mir.retrospective/index.html

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Our World

Our World

National Science Bowl

1. What kinds of questions could contestants at the National Science Bowl expect? Who sponsored this event, and why? What is the purpose of the Science Bowl? In a recent international study of high school seniors in math and science, how did U.S. students perform? Why do you think the U.S. students did not do well? In the video we learn that the U.S. is also in the middle of a "scientist shortage." What else do you think can be done to encourage more young men and women to pursue careers in the sciences?

LINKS:
http://www.er.doe.gov/sidebar/sci_bowl/sci_bowl.htm

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TODAY'S NEWS TERMS

gamma ray	**neutron star**	**hypernova**	**Ted Fujita**
F-5	**MIR**	**auxiliary**	**Department of Energy**

CNN NEWSROOM **WORLDVIEW**

Top Of the World

African Culture in Harlem

1. Who is Jhulio LeToune? How is he helping to "bring together a people separated by oceans and history"? According to a saying in Africa quoted in the video, "You can never strengthen a tree when it's full grown. You have to start by nursing its roots." What is the medium by which Mr. LeToune "strengthens the roots" of his students? Why does he believe it is important to share his culture with them?

2. Where is Harlem? Why is it known as the "cradle of black American culture"? Have students work in groups to learn more about African-American culture in the U.S. and the role of the Harlem Renaissance in the formation of that culture. Have groups share their findings. How is this culture different from that being shared by Mr. LeToune? What common elements do the African-American and African cultures share?

3. Social scientists often define culture as a way of life that distinguishes one people from another. Have students work in groups to learn more about a culture that is not their own. Have

each group gather information on the elements that distinguish that chosen culture from others. Encourage groups to search for these elements primarily in the arts and literature. Hold a Culture Fair and have each group create an exhibit and present its work to the class. What can one learn about the people whose culture we study?

LINKS:
http://artsedge.kennedy-center.org/aoi/html/aesthetics.html
http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html
http://www.worldculture.com/

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Newsquote: Afrocentric Education

1. How is Afrocentric education different from "traditional" American education? Why do supporters of Afrocentric education claim that "traditional" American education fails African-American students? What are some criticisms of this method of teaching? According to advocates of this method, how does a focus on Africa improve self-pride and academic performance? What else do many Afrocentric schools do that promotes learning that, according to the video, middle-income white schools do as well? What do you think is responsible for overall improvement among students whose school has an Afrocentric curriculum?
2. One expert interviewed in the video charges that Afrocentric education "sets up a reverse supremacy picture." What does he mean by this? What does "supremacy" mean? Do you think that a curriculum that focuses on one culture promotes that culture's supremacy? State your rationale.

LINKS:
http://he.net/~awe/va.htm
http://www.swarthmore.edu/~jjames/index.afam.html

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Wild Kingdom

African Wildlife in the U.S.

1. Where is the exhibit known as the EDGE OF AFRICA? Describe the setting of this exhibit. In what way does it simulate a safari experience? Although it cannot duplicate the real thing, how does this exhibit give researchers valuable knowledge

about African animals and their habitat?

2. If you were to visit this exhibit or experience a real safari, what animal species might you see? Have students work in groups to research some of animals one could find on a safari and gather information on each species' characteristics and habitat. Have groups share their findings. Refer back to the statement made in the video where Africa is described as "A land where humans and wildlife increasingly vie for the same territory. A land where the extinction of species is measured in probabilities, not possibilities." Generate a class discussion about what can be done to preserve the ecological balance between humans and animals in their natural habitat. Do students think the EDGE OF AFRICA is a step towards that goal? Discuss.

LINKS:
http://www.africanwildlife.org/
http://www.wolfe.net/~scat/index.html

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TODAY'S NEWS TERMS

Angola
dignity
Harlem
poachers
mentor
safari
Afrocentric
captive breeding

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 8, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	An international merger creates the world's fifth largest automaker.	**3:30**	5:15
In the Headlines	VW TO BUY ROLLS ROYCE... TOMB OF THE UNKNOWN SOLDIER TO BE OPENED...	**:50**	6:05
Who Said It?	"Flowers are lovely; love is flower-like; Friendship is a sheltering tree." ---Samuel Taylor Coleridge	**:35**	6:40
Editor's Desk	An old friendship lays the groundwork for reconciliation between Catholics and Jews.	**2:55**	9:35
Our World	For the first time, high school students design experiments for a NASA rocket.	**2:45**	12:20
TOSS TO CNN NEWSROOM WORLDVIEW		**3:00**	15:20
Top of the World	SPECIAL EDITION: CNN NEWSROOM recaptures photojournalist Dan Eldon's life and early death. His passionate photographs of the Somali civil war caught the world's attention.	**12:00**	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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Instructional Programs From CNN NEWSROOM

CNN TNT CARTOON NETWORK

Top Story

Big Deal on Wheels

1. What German and American automakers announced their mega-merger yesterday? What is significant about the formation of this new international corporation? Explain how this merger will impact each company. In what ways will each company remain the same? Typically, mergers result in some downsizing of duplicate positions. Are officials for the new corporation predicting possible layoffs? Explain. What hurdles must this merger overcome before it can become official?

2. In the video we are told that, "As the world car industry struggles with oversupply, analysts predict more and even larger auto mergers." We also learn that at one time, 3000 separate companies made cars. The past 30 years has seen a reduction from 42 to fewer than 20. What is responsible for the recent merger trend in the fields of automaking, finance, communications, utilities, transportation and other industries? Have students work in groups to determine what factors have created a climate conducive to big mergers, and share their findings. Are mergers a form of "natural selection" in the business world? If so, how does the consumer win and/or lose in the battle for "survival of the fittest?" Discuss.

LINKS:
http://cnnfn.com/hotstories/deals/9805/07/benz/
http://www.ljx.com/practice/mergers/0202ma97.html

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Editor's Desk

The Pope's Oldest Friend

1. Who is Jerzy Kluger? What is his connection to Pope John Paul II? What makes their friendship so special? Have students research the historical relationship between the Vatican and the State of Israel. What groundbreaking international diplomatic event was a result of their friendship? The video concludes: "Two men, two faiths, following a common goal." What is their common goal?

2. After watching the video, students should read the INTERNET resource. What do students think ties the two childhood friends together? How has this friendship affected the Pope's position on Christian-Jewish relations? Does this have larger implications for the future of other forms of tolerance and acceptance around the world? Have students consider their own friendships. Have any of their friends helped to shape their views of tolerance and acceptance of others? Do students think that friendship can transcend external boundaries? What lessons can students draw from the example set by the Pope and Jerzy Kluger?

3. Have students name different types of intolerance and have them

identify some of the causes of that intolerance. What do students suggest are possible ways to address intolerance? Do students feel that Pope's close friendship with Jerzy Kluger can make an impact on reducing intolerance around the world? Why or why not?

LINKS:
http://www.jrnl.com/news/96/Oct/jrn106181096.html

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Our World

Our World

Kids in Space

1. Where is Wallops Island? What purpose does it serve in the U.S. space program? Why are high school students from all over the U.S. at the NASA facility this week? Describe some of the experiments they've developed. How has this experience affected some of the students interviewed in this video? Is this something you would like to do? Why/why not?

2. In the video, CNN's John Holliman reminds us that, "like the NASA engineers and scientists who work here everyday, not everything is perfect." When went wrong with this rocket launch? Did this affect the mission's outcome? Explain. Discuss other variables in space exploration that are beyond the control of even the most detail-oriented scientists. How might each of these variables affect a rocket launch? What can be done to counter any obstacles?

3. Have students visit the Wallops Island Flight Facility via the INTERNET sites listed below. What is the facility's mission? What other projects are planned or underway for this facility? Have students share information and discuss why this and other NASA sites like it are important to space exploration. Generate a class discussion about the signficance of student projects like this one at Wallops Island to the space program.

LINKS:
http://www.wff.nasa.gov/
http://www.wff.nasa.gov/~web/msn.html
http://www.wff.nasa.gov/~web/proj_sch.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

merger
shareholders
consolidating
Karol Wojtyla
The Vatican
Wallops Island
Orion rocket
stratosphere

CNN NEWSROOM WORLDVIEW

The Art of Life: The Dan Eldon Story

1. Ask students: Who was Dan Eldon and why was he in Somalia? What images emerge when you think of Somalia? Where did you see these images? Review with students the economic, social and political events leading up to the UN/U.S. intervention in Somalia in 1992. On the basis of the video report, how influential was Eldon's work in contributing toward this intervention? Why might photographs rally support faster than any other medium? Challenge students to find and bring to class a copy of Eldon's photo of a burning tank that made the center spread in NEWSWEEK and TIME magazines. Ask students: Why do you think this photo captured the world's attention?
   EXTENSION: Find and bring to class photos of any conflict or event that has had a similar impact on the international community.

2. What specific events in his life foreshadow Eldon's passionate involvement in Somalia? Briefly, discuss the impact these experiences had on him and why he wanted to document similar ones. His sister said, "...you can see about his photography that, amidst all the violence, pain and horror, he was seeking out and finding, as he says, traces of... people really caring about each other..." Have students visit the INTERNET to explore samples of Eldon's art work and look for evidence to bear out his sister Amy's assertion.

3. What challenges do photojournalists often face when covering politically volatile regions? Have students list these and then, using the on-line site, read 2-3 essays and compare the class-generated list with statements made by the journalists. Share findings in class and rate these challenges according to the importance the journalists' gave them.

4. Ask students to consider the following statement made in the video: "Through it all, Dan Eldon never failed to see his life as a work of art, and the need to live accordingly." Then, have students read Kathy Eldon's introduction to THE JOURNEY IS THE DESTINATION (see the last on-line site below) and note how Eldon brought art into, and made art out of, his life. Challenge students to create an art work they believe captures Dan Eldon's spirit. Display these in the school's common area, accompanied by a written profile of Dan Eldon.

LINKS:
http://www.duke.edu/doubletake/archive/eldon/eldonindex.html

http://photoarts.com/journal/SABA/eldon/eldonintro.html
http://www.mediastudies.org/peril/contents.html
http://aaswebsv.aas.duke.edu/docstudies/doubletake/issues/02/eldon/intro.html

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Editor's Note

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TODAY'S NEWS TERMS

Somalia
refugee
photojournalism
Mogadishu
anthropologist
General Aideed
Kenya
freelance

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CNN NEWSROOM WORLDVIEW

May 11, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Sinn Fein approves the Northern Ireland peace agreement.	**2:25**	3:55
Environment Desk	Some claim U.S. government policy on wild horses has done more harm than good.	**2:15**	6:10
Railroad Ties	(Part I) The railroad played a major role in the development of the United States.	**7:45**	13:55
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:55
Top of the World	**TEACHERS: PLEASE PREVIEW THIS SEGMENT** Drought and war creates an emergency situation in Sudan.	**2:40**	18:35
Did You Know?	Mexico's Jewish community makes a significant contribution to the nation's culture.	**5:30**	24:05
Inside Asia	Actors play significant roles in Philippine politics.	**3:15**	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Northern Ireland Peace

1. What is Sinn Fein? How have members of Sinn Fein responded to the peace proposal created a month ago? Who is Gerry Adams? What does he mean when he talks about moving "to the next stage...armed only with our ideas and our vision of a new future"?

2. How did members of Sinn Fein agree to amend their constitution? How did some within the IRA who oppose the agreement react to Sinn Fein's actions? Why do you think the British and Northern Irish authorities allowed eight political prisoners to attend this conference? What kind of message does this kind of action send?

3. Group students. Have each use the websites below to learn more about the peace agreement. (NOTE: The first website below contains the actual agreement. Students may need help working with this document.) Generate a class discussion about the purposes of the agreement: In addition to a lasting peace, what are its goals? How might some of these goals be perceived by each side? Discuss how potential political change threatens the status quo and encounters opposition by those in power. Next, have groups return to the Internet to learn more about the reactions to this agreement, both in Northern Ireland and throughout the UK. Direct students to note who is for/against the agreement and share their findings. Discuss the rationale behind each political interest's position. How does this rationale explain opposition by extremists on both sides of the conflict?

LINKS:
http://www.nio.gov.uk/agreement.htm
http://www.irishnews.com/poll/poll2.asp
http://headlines.yahoo.com/Full_Coverage/World/Northern_Ireland_Conflict/

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Environment Desk

Wild Horses

1. Why are many of the wild horses in Nevada being relocated? Is this a healthy process for the horses? What are Deborah Ellsworth's concerns about the relocation process? Based on what you have seen in the video, do you think there are too many wild horses? How might one go about determining whether there is a wild horse overpopulation problem?

2. What are the two conflicting laws mentioned in this segment? Can both of these directives be achieved at the same time? Explain. Is the current policy a healthy compromise for all involved? What has the new director of the Bureau of Land Management done to assert his commitment to the project?

3. In small groups, have students pretend they are part of the team assigned to this project within the Bureau of Land Management. Challenge each to make a new policy to both preserve wild horse herds and save grazing land for ranchers. Have groups present their ideas.

Does each policy conform to both laws? Is it cost-effective? Have the rest of the class evaluate each plan for practicality and fairness.

LINKS:
http://www.adoptahorse.blm.gov/
http://www.lvrj.com/lvrj_home/1997/Jun-20-Fri-1997/news/5582208.html

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Special Series

Railroad Ties, Part I: History

1. What factors promoted the idea of a transcontinental railroad in the U.S.? Discuss how the steam engine, westward migration and manifest destiny all played a role in the historic event that took place on May 10, 1869.
2. Where is Promontory Summit? How did it become the site of the "Golden Spike?" A single telegraphed word, "Done," signaled the completion of the first transcontinental railroad. Ask students whether they might have telegraphed a different message. Discuss how this event was the "giant leap for mankind" of that era.
3. Who worked on the nation's first transcontinental railroad? Why do you think that immigrants were the primary laborers on this job? What kinds of work did they do? Do you think they realized the significance of their labor? Why/why not?
4. Have students work in small groups to research the history of railroad transportation in the U.S., beginning with the building of the transcontinental line. Then offer members of each group their choice of one of the following activities:
   (a)Create and construct a small scale model of a momument to the immigrant railroad workers to be erected at Promotory Summit, Utah;
   (b)Write an "on the scene" newspaper report of the events that took place on May 10, 1869;
   (c)Using personification, put yourself in the "place" of a 19th Century transcontinental locomotive, and describe your journey, including the passengers you carry, the places you travel and the events you witness.

LINKS:
http://www.media.utah.edu/medsol/UCME/g/GOLDENSPIKE.html
http://www.nationalrrmuseum.org/dates.htm
http://hera.ecs.csus.edu/students/team/rsrch.html

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

Sinn Fein
"Tom Thumb"
IRA
Promontory Summit
Bureau of Land Management
Iron Horse
advocate
manifest destiny

CNN NEWSROOM **WORLDVIEW**

The World

Sudan Hunger

1. Name the two major causes of famine in southern Sudan. Why do local residents blame rebel commander Kerubino Bol for their plight? How does he defend himself against their charges? How might the continuation of the famine provide the government with a political advantage over the rebels? What do the rebels have to gain from the situation? What problems does continuing hunger create for the rebels? How and why is the issue complicated by political factors? Explain.

2. In the video, how do relief workers characterize the famine in Sudan? What difficulities do they face in responding to the emergency? Why is food and medicine more expensive in Sudan than in other regions of Africa? Suggest ways aid workers might influence the political conflict between the rebels and the government. Explain the role of the international community in addressing the situation.

3. Ask students to research the famine in Sudan and list contributing factors. Divide the class into three groups, representing the Sudanese government, the southern rebels, and an international relief agency. Each group should draw on the research to compose position statements relating to the current situation in southern Sudan. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group. What is the starting point to solve the problem of hunger in Sudan? What problems must be overcome?

LINKS:
http://www.mg.co.za/mg/news/97sep2/26sep-sudan.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/sd_online.html

http://www.care.org/newscenter/sudan55.html

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Did You Know?

Mexican Jews

1. Define "diaspora." Why is Mexico's Jewish community considered a "model of organization?" Why did most of Mexico's Jews emigrate to that country? How are they preserving their religious and cultural heritage? How are they assimilating into the larger Mexican society?

2. In the video, Mexican-Jewish psychiatrist David Resnikoff says the historical contribution of the Jewish community has become an important part of Mexico's identity. Encourage students to identify icons of both Jewish and Mexican heritage, then plan a celebration that incorporates traditions from both cultures. Examples of blended traditions may be found using the Internet sites listed below.

3. Generate a class discussion about the struggle against anti-Semitism in Mexico and elsewhere in the world. Historically, how has this affected the Jewish experience? Invite students to suggest ways to eliminate lingering predjudice against Jews and other minority groups. How might education play a part in such in effort?

LINKS:
http://www.cis.ohio-state.edu/hypertext/faq/usenet/judaism/reading-lists/general/faq.html

http://members.aol.com/jewfaq/index.htm
http://www.hisp.com/apr98/riddle.html

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Inside Asia

Philippine Actors

1. How many present and past actors are running in the Philippine elections? The video states, "between politics and media in the Philippines, the boundaries are blurred." Do you think this is true for every society? Explain. Why do you think people consider actors and media figures to be role models? How might they use their fame to promote political and social causes? Cite examples.

2. Discuss this quote from mayoral candidate/actor Edu Mazano: "People have grown weary of intelligent and educated politicians wh have done nothing for them. So they tell themselves, 'Why not a bobo [stupid] for President so long as his heart is with the masses?'" Ask each student to select a celebrity from popular media and associate him or her with a

cause or political office. This could be realistic or whimsical; i.e.; Charlton Heston and the NRA or Dennis Rodman and Dyed-Haired Person's Rights. Invite students to design a poster and campaign slogan based on this concept.

LINKS:
http://www.pathfinder.com/time/asia/magazine/1998/980427/stars.html
http://www.philnews.com/
http://www.newsflash.org/199712/peindex.htm

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TODAY'S NEWS TERMS

famine
anti-Semitism
autonomy
pogrom
regime
mysticism
diaspora
role model

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CNN NEWSROOM WORLDVIEW

May 12, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	The international community reacts to nuclear testing by India.	3:00	4:40
International Desk	Jewish culture is coming to television screens across the UK.	3:35	8:15
Railroad Ties	(Part II) Passengers who ride the rails say it's the only way to travel.	5:55	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	1:05	15:15
Top of the World	**WorldView** examines the legacy of former Greek President and Prime Minister Konstantinos Karamanlis.	3:55	19:10
Information Please	There is good news in Mali's war against the Guinea worm.	3:55	23:05
Culture Watch	A new IMAX movie about Mount Everest is shaping up as its most popular release ever.	4:10	27:15
	CNN NEWSROOM CLOSE	:45	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM Top Story

India's Nuclear Tests

1. What nations are currently classified as the nuclear powers? What, in nuclear armament terms, is a "threshold" nation? According to the video, which nations have probably attempted to build nuclear weapons but do not yet have that capability? In what category does the country of India belong? Why?

2. How do other nations know that India conducted nuclear testing? Why won't India sign the global nuclear test ban treaty? Why did the U.N. test ban group refer to India's nuclear tests as "a sad development for the international community?" What nations are most concerned about India's nuclear activity? Why? How has the U.S. reacted to India's tests?

3. Group students. Review the possible responses to India's nuclear testing that are mentioned in the video (sanctions on trade, aid and international bank loans.) Then ask each group to consider how effective they think these measures might be. Ask: Should the international community consider other options? If so, what would be appropriate in dealing with this situation? Have students within each group determine what options they would pursue if they were in policymaking positions. Remind groups that other nations have also tested these weapons and refused to sign test ban treaties, so any recommended actions need to deter future nuclear activity as well. Have each group share its ideas. Discuss whether it is possible to stop the nuclear arms race, especially among those nations that feel threatened by the existence of certain others.

4. Upon hearing about India's nuclear tests, one Pakistani official remarked that his country would consider its "national security" in determining any response. Have students work in groups to research the relationship between India and Pakistan and share their findings. Why does Pakistan consider India's nuclear capability a threat to its national security? What other Asian nation has been involved in disputes against India? How has this nation attempted to "tilt the balance" of power in the region? How might it respond to India's nuclear testing? Discuss how a seemingly small-scale regional conflict can become a global war in the worst case scenario.

LINKS:
http://www.brook.edu/FP/OP-ED/HAASS1-5.HTM
http://www.un.org/Depts/DPKO/Missions/unmogip.htm
http://www.mnet.fr/aiindex/i_aii/PIFPD94.html

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International Desk

Britain's Jewish TV

1. What is JTV? What kinds of programming can viewers expect to find on this channel? What "niche" do its creators believe it will fill? Discuss some of the aspects of Jewish culture that one

might observe on JTV. Do you think this kind of programming is a good idea? Why/why not? Do you think there is a demand for it? Explain.

2. Generate a class discussion about ways that people convey their culture to others. Discuss how modern technology, specifically television, plays a role in this cultural exchange. Group students. Have each select one TV channel that promotes the entertainment, art, history, etc., of one particular culture, and gather information on that channel. What kinds of programming are available? How do these programs promote that culture? Have each group present its findings. Discuss: Is there a cultural "niche" that needs to be filled in your area? If so, what kind of television might fill that niche?

LINKS:
http://www.shamash.org/ejin/brijnet/
http://members.aol.com/jewfaq/index.htm

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Special Series

Railroad Ties, Part II: Passengers

1. Describe what a passenger on a Union Pacific railroad trip might experience at the turn of the century. What happened to the passenger rail business after World War II? How did this situation spawn the creation of Amtrak?

2. What kinds of accommodations does Amtrak offer its passengers? Why do many people choose to travel by train? Describe the jobs of the train's conductor and engineer. How does each contribute to the passengers' safety and well-being? One person describes travel by train as "never the same trip, ever." What do you think this means? Have you ever traveled by train? If so, describe the experience.

3. Group students. Have each choose one Amtrak route anywhere in the U.S. and research that route, its stops and scenery. Then challenge each group to use its information to create a detailed itinerary and tour guide for that route. What can passengers on this trip expect to see? What could they experience (historical sites, natural wonders, urban centers) at each stop along the way? What special clothing and/or leisure equipment (swimsuits, snow skis, fishing poles) should passengers bring on this trip? Have each group prepare its plan and a map of the route. Hold a "Travel by Train" day and have each group present its trip to the class.

4. In the video we learn that Amtrak is a government-subsidized operation, and that approximately 20 cents of each dollar it spends comes from taxpayers. Do students think that taxpayer funding of Amtrak is a good investment? Have students work in groups to research Amtrak, its services and business operation, and interview individuals who have traveled on Amtrak. Have groups share their findings in class discussion. Then, have each student act as a Representative to Congress and draft and deliver a brief speech, either supporting or rescinding taxpayer funding for Amtrak.

LINKS:
http://www.amtrak.com/
http://www.amtrak.com/amtrak/travel/
http://www.finetravel.com/finetrav/PRESS/amtrak02.HTM

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Editor's Note

TODAY'S NEWS TERMS

New Delhi	**"threshold" country**	**disarmament**	**test ban**
Hellenic	**matchmaking**	**Amtrak**	**commuter**

CNN NEWSROOM WORLDVIEW

Konstantinos Karamanlis

1. Why was Konstantinos Karamanlis an important figure in Greek history? What was symbolic about his return to Greece in 1974? Why did he resign the post of prime minister initially? What do you think this implies about his political vision? Analyze the reasons for his widespread popularity.

2. According to the video, what was Karamanlis' "most lasting legacy?" Do you agree or disagree? Explain. How might "an aversion to extremes" lead to a commitment to democracy? As president of Greece, which initiative most characterized his feeling toward Europe as a whole?

3. Divide the class into three groups and have each research one of the various stages of Konstatinos Karamanlis' career: 1955-1963; 1974-1979; and 1980-1995. Have each group write and produce a 10 minute play or vignette commemorating the event they feel is most significant in the period to which they

were assigned.

LINKS:
http://www.hri.org/MPA/bios/karamanlis.html
http://www.med.virginia.edu/~ecc4g/NNC/nnc.html

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Information Please

Mali Worm War

1. How do people become infected with the Guinea worm disease? Why is the Carter Center involved with the effort to eradicate the Guinea worm? According to the video, what is the "final challenge" that must be faced? What is the most effective means of prevention to date? List other elements of the eradication strategy. Why are experts confident the "war against the Guinea worm" will finally be won?

2. Prevention of Guinea worm infection is closely aligned with water safety. Invite students to investigate various methods of water purification and treatment. Ask them to act as members of Carter Center team and, working together as a class, have them design a comprehensive water safety and education program for a village such as Nerenikoro, Mali. What challenges must be faced? What resources are available?
   EXTENSION: Have students explore the role of the Carter Center in international politics. Using the websites below, they should research the objectives and functions of the foundation. How does the prevention of disease and other social problems further the agency's larger goal(s)? Discuss student findings.

LINKS:
http://www.cc.emory.edu/CARTER_CENTER/CCN-W96/gworm.htm

http://www.emory.edu/CARTER_CENTER/ccnews.htm

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Culture Watch

Mt. Everest

1. What are the challenges of climbing Mt. Everest? Why do you think the people in the video felt compelled to make the ascent? Do you agree with the climber who described Everest as "a spiritual place?" Why or why not? Are there other places you

believe fit this description? Explain. Does seeing the film gives viewers an idea of the "Everest Experience?" In what ways? Define "crucible." How might climbing Mt. Everest help people understand themselves more completely?

2. After sharing the vicarious experience of the Everest ascent in the video, invite students to compose fictitious "climbers' notebooks," chronicling the experience of a mountaineer who attempts the summit. Encourage them to base their entries on actual experiences gleaned from the segment and other sources. Allow students to share their diaries with the class.

LINKS:
http://www.odd-duck.com/everest.htm
http://www.pondaray.com/products/1963story.htm
http://www.detnews.com/1997/nation/9705/13/05130051.htm

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TODAY'S NEWS TERMS

Konstantinos Karamanlis
communist
coalition government
The Carter Center
Guinea worm
IMAX film
crucible
Mt. Everest

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CNN NEWSROOM WORLDVIEW

May 13, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Is all the attention on the "Seinfeld" finale "Much Ado About Nothing?"	**2:10**	3:40
In the Headlines	INDONESIAN STUDENTS RIOT...	**:35**	4:15
Business Desk	Minor League Baseball is providing a major boost for host cities around the U.S.	**1:55**	6:10
Railroad Ties	(Part III) Over 10,000 freight trains roll across the U.S. daily, injecting billions of dollars into the economy.	**7:25**	13:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:55**	15:30
Top of the World	There's a growing feeling of hopelessness in Indonesia.	**2:55**	18:25
Taking Care of Business	South Korea's car companies are in trouble.	**2:35**	21:00
Inside Europe	Berlin's new Jewish Museum reclaims a tragic past.	**2:30**	23:30
Where in the World?	Beetlemania means increased production for Mexico's Volkswagen plant.	**2:40**	26:10
Look Ahead	May 18th: **HUMAN RIGHTS AT 50**	**:55**	27:05
	CNN NEWSROOM CLOSE	**:55**	28:00

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Instructional Programs from CNN NEWSROOM

Top Story

"Seinfeld" Last Episode

1. How would you describe the "Seinfeld" show? Are you a fan? Will you be watching the last episode? According to today's Top Story, approximately how many Americans will be tuned-in? Discuss the varied reactions to this event among those interviewed in the video. What is "hype?" Do you think there is too much "hype" associated with media events like last episodes and sports championships? State your rationale. Do you think these media events give us an insight into our culture? Explain.

2. Generate a class discussion about the economic ripple effects of an estimated 75 million viewers watching the last episode of "Seinfeld". How will advertisers and business establishments use the demographics behind this viewership to generate a profit? Group students. Charge each group with the task of creating a "profitable" experience by capitalizing on the "Seinfeld" finale. Groups may choose to represent a corporation whose target market will be watching, and choose to invest advertising dollars, expensive as that may be -OR- represent a business establishment, like a restaurant, that creates a reason to visit the establishment to watch the show. Allow each group ample time to conduct any research needed and craft its plan. Have each group present its idea to the class. Discuss how major media events like the Super Bowl, World Series and "last episodes" offer revenue opportunities for other businesses not necessarily associated with that program.

3. "Seinfeld" has been called an element of "popular culture" by some. What does this phrase mean? Ask students to think of elements of their own "popular culture." Then group students and challenge each group to come up with a list of ten elements of their generation's pop culture. Students will want to consider television, films, books, cartoon characters, toys, places, etc. Have each group share its list and appoint one person to write the group list on the board. Have the class vote on the ten most popular elements of their pop culture. As a class, create a time capsule of the pop culture of 1998, using representative pictures and objects. Designate a time for the capsule's opening (depending on the age of the students, they may choose to have it remain sealed until next year or until their ten-year reunion) and secure it in a safe place.

LINKS:
http://cnn.com/SHOWBIZ/seinfeld/
http://www.cnn.com/SHOWBIZ/9805/12/seinfeld.whocares/index.html

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Business Desk

Minor League Money

1. What is the difference between Minor League and Major League Baseball from the fan's point of view? Explain why Minor League Baseball is a good entertainment buy for the average baseball fan. Have you ever attended a minor league game? If so, what were your impressions of this experience? Would you go again? Why or why not?

2. Discuss how the growth of Minor League Baseball has led to urban development in some host cities. How does a city profit from the existence of a facility like a stadium, both in terms of jobs and tax revenues? What other business opportunities often develop near a centrally-located sports arena? In what way can a city/sports franchise partnership backfire?

3. Whether or not there is a minor league team in your area, challenge groups of students to create their own teams along with business plans. First, have each group decide on an original team name and logo (the websites below may give groups some ideas.) Next, challenge each group to outline its ideas for the profitability of the franchise: What items will be major expenses? How will the business generate revenue? How will the front office promote this team and entice fans to come to the park? Finally, have each group pick a site for its stadium and consider the pros and cons of that location. Have each group present its team and business plan to the class. Have the class vote on the team and plan students think has the best chance at success in a business sense.

LINKS:
http://www.minorleaguebaseball.com/
http://www.fanlink.com/

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Special Series

Railroad Ties, Part III: Freight Trains

1. How do the old locomotives used by freight trains differ from the modern ones? How is each powered? What is a "pig train?" How does its engine work? Explain how technology is playing a role in the safe operation of freight trains. Why is modern communication essential to the safe operation of a freight train? What is a simulator? Have you ever been in a driving or flying simulator? If so, what did you learn from the experience? How does the locomotive simulator prepare future engineers for the worst case scenario?

2. Generate a class discussion about the role of freight trains in the U.S. economy. Ask students to list ways that everyday items are shipped to their community. Then have each student choose any one item he/she sees or uses everyday and call its retail outlet to find out how that item was shipped from its point of origin. Have students share their findings. Discuss why some items are shipped via train, truck, plane, or any combination of these. Ask students what kinds of goods they think a train can ship more efficiently and safely than other modes of transportation (consider some chemicals, large numbers of cars, coal). What might be the ultimate effect on the U.S. economy if manufacturers and corporations could not rely on freight trains?

LINKS:
http://hq.iitri.com/iitri/ann-rep/60thar-5.html
http://www.ge.com/transportation/articl12.html
http://www.mcrwy.com/freight.htm

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Editor's Note

TODAY'S NEWS TERMS

Jerry Seinfeld
episode
franchise
urban renewal
mascot
brakeman
intermodal
diesel

CNN NEWSROOM

WORLDVIEW

World

Indonesians Losing Hope

1. What event sparked Indonesia's current economic crisis? Describe the effect on the average citizen. Describe the effect on Indonesian business. Why do the student protesters blame President Suharto's government? What measures has the government taken to improve the economy? In your opinion, why did these reforms prove ineffective?

2. Why has the IMF failed to implement its "rescue package" in Indonesia? According to the video, the proposal is now "back on track." What changes have taken place to cause this? Why do you think there is a stark contrast between the opinions expressed by government officials and those of the general public? How might President Suharto and his cabinet regain the support of the people?

LINKS:
http://www.sjmercury.com/asia/center/rupiah011798.htm

http://www.forbes.com/asp/redir.asp?/tool/html/97/nov/1127/feat.htm

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Taking Care of Business

South Korean Automakers

1. How has the Asian economic crisis affected the South Korean domestic car market? Why do you think industry leaders remain "upbeat?" List negatives and positives for the future of South Korean car companies. How do international sales impact domestic sales? Why is international investment increasing in the face of a declining market? What factors indicate this is a advantageous time for revitalizing the industry?

2. Challenge students to evaluate the international market for South Korean cars. Using photos, information and/or models, set up an "auto supermarket" with a variety of import brands of cars from different manufacturers. Include Hyundais, Kias, Samsungs, and Daewoos. Divide the class into two groups, one acting as salespersons, the other as customers. Introduce the premise (to the sales group only) that reps will get a "bonus" for selling a South Korean car. Allow the "customers" to shop freely. Pair indivdual salespeople and potential buyers. After all cars have been "purchased," follow up by asking students to analyze the reasons for their decisions. What can Korean car makers do to make their products more appealing in a competitive environment?

LINKS:
http://www.edmund.com/magazines/edmunds/edweb/cars/Hyundai.html

http://www.theautochannel.com/news/date/19960916/news01864.html
http://terminator.squirrel.com.au/denmac/daewoo.html

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Inside Europe

Germany's Holocaust Museum

1. What is the symbolism in the architecture of Berlin's new Jewish Museum? How did Daniel Libeskind's personal history influence his work on the project? Analyze his statement, "One cannot be a pessimist and an architect." What do you think he means? Do you agree? Why or why not?

2. How does the "space" in the museum contrast with the exhibits? What effect is achieved? Explain. Why is the location significant? Why are museums important in an educational sense? In a societal sense? What impression do you think the designers hope to create?

3. Challenge students to select periods of history that are particularly meaningful to their ancestors or in which they have strong personal interests. Based on the principles introduced in the video, have them produce architectural designs for a museum to house exhibitions from the eras they selected. Drawings should be accompanied by written rationales.

LINKS:
http://www.pathfinder.com/time/magazine/1997/int/971208/europe.the_limits_of.html

http://www.ooo.nl/libeskind/
http://www.spiral.org/architects/libeskind.html

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Where in the World

Mexican Volkswagens

1. What do you feel are the reasons for the Beetle's continuing popularity? Why are these German-designed cars produced in Mexico? How is the "Bug" a microcosm of international business? What improvements have been made in the new design? In your opinion, is the new Beetle as appealing as the classic model? Explain.

2. Divide the class into small groups and ask them to produce 30-second commercial spots for the new Beetle. After groups present their role-plays, discuss which advertising appeals were most effective. How might the ads be revised to attract customers in various nations?

LINKS:
http://pages.prodigy.com/RVKZ50A/vwlink.htm
http://www.vw.com.mx/

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Editor's Note

TODAY'S NEWS TERMS

rupiah	**devaluation**	**International Monetary Fund**	**production capacity**
Holocaust	**architecture**	**Daniel Libeskind**	**Volkswagen**

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CNN NEWSROOM WORLDVIEW

May 14, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	U.S. President Clinton calls for tough sanctions against India for its nuclear testing.	3:00	4:40
Science Desk	Scientists claim that some projects are too expensive for one country to do alone.	3:05	7:45
Railroad Ties	(Part IV) For the ultimate in luxury, try traveling in one of these private rail cars!	6:25	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	2:30	16:40
Top of the World	Israeli P.M. Netanyahu leads the tenth annual "March of the Living" in memory of Poland's Holocaust victims.	3:10	19:50
Inside North America	Montana ranchers and environmentalists disagree over a bison slaughter aimed at protecting cattle.	4:10	24:00
Short Take	Heat generated by a forest fire creates an unexplained phenomenon in a Mexican village.	2:30	26:20
Culture Watch	Following a six-year custody battle, "The Iceman" is finally at rest in an Italian museum.	1:20	27:40
	CNN NEWSROOM CLOSE	:20	28:00

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Instructional Programs from CNN NEWSROOM

CNN TNT TCM CARTOON NETWORK

Top Story

India Nuclear Testing

1. How has U.S. President Clinton responded to the latest round of nuclear testing in India? What does he mean when he speaks of "a dangerous new instability in their region"? If students are unfamiliar with the relationship between India and neighboring Pakistan, assist them in using the Internet and other resources to learn more about the conflicts that have occurred and the reasons behind them. Discuss why nuclear testing in India is likely to generate some sort of response from Pakistan.

2. According to the video, U.S. intelligence officials believe that Pakistan is "a screwdriver away" from becoming a nuclear power. Discuss the meaning behind this statement. Have students work in groups to research the nations that currently have nuclear power and those that are developing this power, and share their findings. Next, distribute copies of political maps of the world and have students color or circle those nations that have or are developing nuclear weapons. Review student maps and point out regional "hotspots" of conflict around the world. Are nuclear weapons a real threat in any of these "hotspots"? How does this support the "cascading effect" theory mentioned in the video? Discuss.

3. Some experts believe that possession of nuclear arms by both India and Pakistan will actually deter a major conflict, since each side knows it cannot win a decisive victory over the other. What do you think? Are nuclear weapons a deterrent to conflict or a catalyst for war? Have students research both sides of this issue, then answer this question in position papers.

LINKS:
http://www.pathfinder.com/asiaweek/96/0712/nat2.html
http://www.mil.se/FM/arme/swedint/unmogip.htm
http://www.webpage.com/hindu/daily/971106/02/02060006.htm

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[redacted]

Science Desk

Big Money Science

1. What scientific research structure is being built in Switzerland? How is the United States involved? Are any other countries involved? Explain. What purpose does this structure serve?

2. Do you think the U.S. should be involved in this endeavor? What are the possible benefits and risks? Is there a greater risk if the U.S. does not become involved? Who is paying the U.S. portion of the bill?

3. Using the Internet sites below and other resources, have students work in groups to research the particle accelerator at Fermilab. What inventions were the result of research conducted there? What was the risk of this research? Who regulates this kind of project? Based on student findings, is U.S. investment in the Swiss accelerator a wise choice? Why/why not?

LINKS:
http://www.phys.uregina.ca/sap/public.html
http://www.fnal.gov/pub/top95/top95_cdf_experiment.html
http://www.cern.ch/Press/Releases94/PR16.94E_LHC-Council.html

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Special Series

Railroad Ties, Part IV: Private Cars

1. Why do some people own their own rail cars? What does "Amtrak qualified" mean? Why do some private rail car owners want their to be "Amtrak qualified?" Describe some of the private cars shown in the video. Explain why private rail car ownership can be, as one owner puts it, "a very expensive hobby."

2. Ask students: If you could own your own rail car, what features would it have? Allow students time to gather information on other private cars and review the video if necessary, then note some of their ideas. Challenge each student to create a design for his/her own rail car, either in diagrammatic form or as a small-scale model, using a cardboard shoebox or other simple materials. Display student work, and have each explain the features in his/her rail car.
EXTENSION: Ask students where they would travel in their rail cars. Have each research the route to that destination and what he/she might see there. Then direct each student to write three-five journal entries chronicling the trip.

LINKS:
http://www.trainweb.com/aaprco/
http://www.enc.com/railtravel/

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Editor's Note

TODAY'S NEWS TERMS

Nawaz Sharif	**Helmut Kohl**	**"cascading effect"**	**proprietary**
collider	**particle physics**	**"Amtrak qualified"**	**vistadome**

CNN NEWSROOM WORLDVIEW

Of the World

Poland Holocaust March

1. What is the significance of the young people's march to Birkenau Camp at Auschwitz? Why does Israeli Prime Minister Netanyahu say Israel is the only guarantor of Jewish survival? Do the others in the procession seem to agree? Explain. List signs of "rebirth" among Europe's Jewish community. Polish prime minister Jerzy Buzek says Auschwitz is a "place of questions and no answers." What does he mean? What are the questions to which he refers?

2. Invite students to consider the idea of the survival of the Jewish people. Ask them to research the history of Jews in Poland prior to World War II and of the Birkenau camp. Each student should compose a short tribute to the one and a half million people who died there, to be presented at an event such as the one portrayed in the video. Allow students to present their speeches for the class.

LINKS:
http://jefferson.village.virginia.edu/holocaust/virtualauschwitz.html
http://www.writething.com/educate/links.bib.birk.html
http://encarta.msn.com/index/concise/0vol17/02b70000.asp

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Inside North America

Yellowstone Bison

1. Why do Montana ranchers feel all bison escaping from Yellowstone must be destroyed? What options exist other than the extermination of the bison? How are environmentalists addressing the problem? What intiatives have been launched by government agencies? Are these solutions in conflict? Explain.

2. What is "Triumphant?" How did the group gain notariety? What tensions exist between them and their neighbors? Outline the agreement conceived by Triumphant and the environmentalists. In your opinion, is the plan workable? Why or why not? Why is the

federal government hesitant to negotiate with the various groups mentioned in the video? Who holds the most power in this situation? Give reasons to support your answer.

3. The situation outside of Yellowstone is complex, with many issues in conflict. The direct cause, however, is very simple; the bison instinctively migrate in search of better grazing areas. Encourage students to examine all points of view as presented in the video and the resources given below. Then, ask them to write letters to the Clinton Administration from a BISON who lives in and around Yellowstone. After sharing the letters, students should discuss possible solutions or remedies that focus on the ecosystem of the park area.

LINKS:
http://www.wildrockies.org/Buffalo/index.html
http://www.avma.org/onlnews/javma/mar97/s030197a.html
http://www.hcn.org/1997/jun09/dir/Western_Will_the_b.html

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Short Take

Mexican "Volcano"

1. What is the cause of the "hot air hole?" How was the event interpreted by villagers? By scientists? Why do you think the residents built a makeshift cantina by the crater? What is the relationship between the recent forest fire and the new phenomenon? Do you feel the villagers' nervousness is justified? Why or why not?

2. In Nahuatl, the ancient language of the Aztecs, Iztacihuatl means "sleeping woman." Traditionally, the volcano and surrounding landscape has inspired many tales and myths. Discuss the juxtoposition of science and mysticism exemplified by the reactions of the local population to Iztacihuatl's recent activity. Follow up by having students compose a "scientific legend" that incorporates both reality and fantasy as it relates to El Ajusco's "sleeping woman."

LINKS:
http://volcano.und.nodak.edu/
http://volcano.und.nodak.edu/vwdocs/current_volcs/popo/answer11.html
http://ourworld.compuserve.com/homepages/lmartres/Izta.html

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Culture Watch

Culture Watch

Italy's Iceman

1. What is the "Iceman?" Why was the subject of a "custody battle?" What special conditions must exist for his preservation? What can be learned by his discovery? How is he significant to archaelogists and anthropologists?

LINKS:
http://dm2.uibk.ac.at/c/c5/c504/iceman_en.html
http://www.washingtonpost.com/wp-srv/WPlate/1998-04/12/172l-041298-idx.html

http://www.apnet.com/inscight/04031998/graphb.htm

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TODAY'S NEWS TERMS

Auschwitz	**consecrated**	**Yellowstone Park**	**bison**
apocalypse	**lava**	**The Alps**	**mummy**

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 15, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:45	1:45
Top Story	Violence has erupted over the economic and political situation in Indonesia.	3:30	5:15
In the Headlines	MIDEAST PEACE UPDATE...	:30	5:45
Editor's Desk	Why would some put themselves in harm's way to make a "danger video?"	3:10	9:00
Marjory Stoneman Douglas	At the age of 107, Marjory Stoneman Douglas is still a voice on behalf of the Everglades.	4:10	13:10
	TOSS TO CNN NEWSROOM WORLDVIEW	3:25	16:35
Top of the World	Uganda's president faces the resentment of his people in the face of continuing unrest.	3:20	19:55
Newsquote	China's orphans get love and shelter from a woman with a big heart and a small purse.	3:05	23:00
Taking Care of Business	The "Ruputer:" it looks like a wrist-watch, but it's a PC!	1:30	24:30
Wild Kingdom	Sound the trumpet! Bloodless bullfighting takes California by storm.	2:15	26:45
	CNN NEWSROOM CLOSE	1:15	28:00

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Instructional Programs From: CNN TNT CARTOON NETWORK

CNN NEWSROOM Top Story

Indonesian Riots

1. Locate Indonesia on a world map. Why has widespread rioting broken out in this country? How is the U.S. State Department reacting to this chaos? Do you think this is a wise decision? Explain.
2. In the video we are told that "the character of the protest movement has changed." What does this mean? How did the protest start? How would you describe the protest now? Describe the military's position in this conflict. Why is military support crucial to the Suharto government? What might happen if the military decides not to follow Pres. Suharto's orders?

3. Group students. Have each research the current economic climate in Indonesia as well as the government's response to it, and share their findings. Why do some blame President Suharto, at least in part, for Indonesia's problems? Discuss the domestic and international perception of Suharto's rule and how these perceptions are contributing to the crisis.

LINKS:
http://www.nando.net/newsroom/ntn/biz/011798/biz10_20718_noframes.html

http://www.abc.net.au/btn/storyhtm/96080607.htm
http://www.washingtonpost.com/wp-srv/WPlate/1998-01/09/1841-010998-idx.html

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Editor's Desk

Danger Video

1. How have home video cameras expanded what we see on television? According to the video, what kinds of "dangerous" scenes are now captured on home videos? How do the "dangerous" videos that appear on television ultimately impact politics?

2. Why do you think a person would stand in harm's way to record a natural disaster like a tornado, flood or hurricane? Do you think that most amateur filmmakers in these situations understand the danger associated with their actions? Explain. In your opinion, is there anything that would justify this behavior? State your rationale.

3. Direct students to interview older family members to learn more about kinds of video reports that were common on television twenty or thirty years ago. What do students' parents remember as the "dangerous" film footage of their day? Did any of this video make an "emotional impact" on the viewer? Did the political

leaders of that day capitalize on this emotion? Discuss student findings and how "danger" video has influenced political and social views over the past 2-3 decades.

LINKS:
http://www.ugems.psu.edu/~owens/WWW_Virtual_Library/tornado.html
http://pages.prodigy.net/jmmault/wxsites.htm

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Marjory Stoneman Douglas

1. Who is Marjory Stoneman Douglas? How did her book, "The Everglades: River of Grass" redefine the whole Everglades system to most people? How did Ms. Douglas become active in the effort to preserve the Everglades ecosystem? What is the name of the organization she founded? What role does she feel today's youth must play in carrying on her efforts for a healthy environment?
2. In her book, Ms. Douglas states "There are no other Everglades in the world. They are, they have always been, one of the unique regions of the earth, remote, never wholly known." Read this quote to students, then have them work in groups to gather and share information about the Everglades. Challenge students to use what they have learned to write a poem, short story or essay that captures the uniqueness and beauty of the Everglades. Have students share their writing. Ms. Douglas is not a scientist, yet she has been able to have an impact on the preservation of an ecosystem. Discuss how the "power of the pen" can be a very effective tool in advancing a cause like environmentalism.

LINKS:
http://www.americanparknetwork.com/parkinfo/ev/history/msd.html

http://www.envirolink.org/envlib/orgs/earthbase/home/people/d/douglas_marjory_stoneman/index.html

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TODAY'S NEWS TERMS

authoritarian	**Jakarta**	**inflation**	**armed forces**
Mt. Vesuvius	**nature's theater**	**levee**	**Friends of the Everglades**

CNN NEWSROOM WORLDVIEW

Top Of The World

Uganda Leader

Why do Ugandans feel some resentment toward President Musevini's government? How has his strategy backfired? What problems have relief agencies encountered? Who is most often victimized by the war? Why does the president insist there is no war? List contributing causes of the continuing violence.

LINKS:
http://www.melanet.com/connections/newsmake.htm
http://www.africanews.org//east/uganda/stories/19980513_feat10.html

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Newsquote: China's Orphans

1. Why is regimentation important at the Kunming Orphanage? List the major reasons many of the children are orphans. How does Chen Rui finance the facility? Why is she committed to the cause of helping these children? Why do you think the Chinese government does not provide funds for the welfare of orphan children? How does the government cooperate with Chen Rui? In your opinion, what would be the best possible outcome for each of the foster children? Explain.
2. How does the Chinese government's "one-child-per-family" rule increase the number of children without homes? What is the purpose of the law? How might it be amended to address the problem of orphan children? Do you think religious belief is instrumental to the operation of the foster home? Explain. Why do government officials require Chen Rui to report her income? Why do they "turn a blind eye" to the source of her funds?
3. The Kunming Orphanage relies heavily on contributions from American benefactors to finance its operations. Invite students to research the plight of orphans in China and then design fund-raising campaigns to attract international donations. Follow up by asking students to present their ideas in an open forum. Which appeals are most effective? To what groups or individuals should they target their requests?

LINKS:

http://www.kn.pacbell.com/wired/China/childquest.html
http://www.igc.apc.org/hric/crf/english/96spring/contents.html
http://darkwing.uoregon.edu/~felsing/cstuff/cshelf.html

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Taking Care of Business

Japan Wrist Computer

1. What type of consumer would be most likely to purchase a wrist computer? List advantages and disadvantages of the device. Why do you think Seiko decided to introduce the product in a limited market rather than opting for international distribution? Would you be interested in owning a Ruputer? Why or why not? Is three hundred dollars a fair price? Explain.
2. The Ruputer is a combination of two popular conveniences, a wrist watch and and personal computer. Hold an "invention convention" and challenge small groups of students to develop devices that blend elements of two or more existing items; for example, shoes that massage the feet. Require groups to produce "blueprints" of their designs modeled on the diagrams found on the Seiko website given below. Follow up by asking the groups to devise a marketing strategy to introduce their products to potential customers.

LINKS:
http://www.seiko.com/Ruputer.html
http://www.tcp.ca/Mar95/Tracy.html

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Wild Kingdom

Bloodless Bullfight

1. Why is the popularity of bullfighting increasing in California? How does it help preserve Portuguese culture? What is the purpose of the "suicide squad?" Is the excitement of the sport preserved without killing the bull? Explain.
2. Why do you think the state of California requires bullfighting to be part of a religious celebration? Analyze its possible spiritual significance. In the video, bullfighting is described as the "ultimate spectator sport." Do you agree? Why or why not?

3. Bullfighting is highly symbolic of Portuguese culture. Aside from the actual event, there is a highly developed ritual surrounding the bullfight. Have students research the "corrida" and plan a festival to be held in their hometowns to introduce the local population to Portuguese heritage.
   EXTENSION: Some sports are "uniquely American," such as baseball, basketball and football. Encourage students to consider ways to educate people in another country about their favorite sports. What sorts of traditions and practices surround sports (tailgate parties, for example)? Have them design mock websites about American sports that mimic the ones given below.

LINKS:
http://alabanza.com/lusoplaza/bullfight.htm
http://www.webcom.com/fermin/guide/corrida.html
http://www.bullfightschool.com/main.html

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President Yoweri Kaguta Museveni
megabyte
insurgency
bullfighting
orphanage
heritage
"Ruputer"
corrida

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 18, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**:55**	:55
	This is a SPECIAL EDITION of CNN NEWSROOM devoted entirely to the 50th anniversary of the "Declaration of Human Rights." Teachers, please preview these segments for content.		
In the Headlines	FANS MOURN SINATRA... PAKISTAN WEAPONS... NEW INDONESIAN PROTESTS...	**1:30**	2:25
Part I: The Silence	In spite of its good intentions, "The Universal Declaration of Human Rights" cannot shield all people from the horrors of war and oppression.	**5:40**	8:05
Part II: The Voice	Meet the activists who go to extraordinary lengths to make others aware of human rights abuses worldwide.	**9:20**	17:25
Contact Us!	E-mail us at human.rights@turner.com with your thoughts on the issue by clicking on the e-mail link at the end of this Guide.	**:25**	17:50
Part III: The Violence	Many governments brazenly ignore human rights and punish the citizens who dare to speak out against oppression.	**5:40**	23:30
Part IV: The Choice	Experts say a commitment to justice is human rights' best defense, and call for an International Criminal Court to punish the architects of genocide.	**5:15**	28:45
	CNN NEWSROOM CLOSE	**:15**	29:00

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Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM
Top Story

Part I: The Silence

1. How would you define the term "human rights"? How did this century "expose humanity at its worst"? What did the United Nations do at the conclusion of World War II to prevent this inhumanity from reoccurring? According to the video, how many of the world's people still fall outside the "shield" of this document? Does this fact surprise you? Explain.

2. Explain how children are often the victims of human rights abuses around the world. Discuss the human rights abuses against women in some countries. What is an "honor killing"? Why do you think so many of the perpetrators of this crime go unpunished? What other kinds of human rights abuses are common to third world countries? What kinds of human rights abuses can be found in developed countries in Europe and in the United States?

3. What is Amnesty International? How does this organization keep the names and causes of those who have been imprisoned, tortured or killed alive? What do Amnesty International's members do to "pry open" even the most closed political systems? In spite of the efforts of Amnesty International and other organizations, why do you think so many people around the world are imprisoned, tortured or killed by governments?

4. In the video we learn that feuds over religion or race have fueled the near extermination of entire peoples in recent years. Some of those peoples mentioned are the Kurds in Turkey and Iraq, the Karen of Myanmar(Burma), the Tutsi and Hutus in Rwanda. Have students work in groups to choose one of these ethnic/religious groups and research the human rights abuses they have suffered and who is responsible, as well as what is being done to deal with this oppression. Have each group present a formal report on its subject people. If there is much international attention on these abuses, why do students think they continue to occur? Discuss.

5. Group students. Have each contact the first Internet site below for the text of "The Universal Declaration of Human Rights," and read and discuss it. According to the Preamble, what reasons were behind its creation? In what way does Article 1 summarize the entire Declaration? Then pair students or have them work individually to analyze one or more articles of the

Declaration. Initiate a class project: Have students either create a wall mural or giant collage with pictures that reflect the intent of each of the 30 Articles. Students may either cut pictures from magazines or draw images reflecting their ideas. Hold a formal unveiling of the class work as a reminder of the 50th anniversary of "The Universal Declaration of Human Rights."

LINKS:
http://www.digitalrag.com/ai/action/udhrtext.html
http://www.amnesty.org/

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Part II: The Voice

1. Locate Tibet on a world map. What happened here in 1949? How has this event affected human rights in Tibet? What professional group has taken up the cause of those living in occupied Tibet? Do you think the voices of these artists are being heard by the general public? Do you think the American public cares about the plight of Tibet? Explain.

2. Describe some of the causes taken up by entertainers in the 1980s. Why do you think there is not as much attention paid to these causes in the 1990s? How does the Reebok corporation try to keep the activist spirit alive? Do you think this kind of sponsorship is good for business? State your rationale.

3. Who is Peter Gabriel? How did he become involved in human rights activism? What is "Witness"? How does this group document human rights abuses? What are some problems associated with this method of documentation? According to Peter Gabriel, how should the media be involved in promoting human rights and stopping abuses? Does television producer Danny Schechter agree with him? Explain. What did Mr. Schechter to do call attention to the issue of human rights? What has happened to his program? Critics say the show's demise proves that people do not care about human rights. Do you agree or disagree? Explain.

4. The Reebok corporation and other organizations recognize those who have made outstanding contributions in the field of human rights through their awards. Ask students who they consider to be great humanitarians, that is, those who give extraordinary amounts of time and energy in the service of others, promoting human rights. Divide students into small groups and have them (1) create an award to be honor someone

who has worked to promote human rights (2) name the award (3)determine the criteria for the award (4) select a recipient. The recipient can be either famous or not, an international or a local figure. Have each group hold a mock press conference and announce its award, criteria, and recipient to the class.

LINKS:
http://www.reebok.com/humanrights/
http://www.igc.apc.org/pbi/index.html
http://www.fordham.edu/law/centers/crowley/hrlinks.htm

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Part III: The Violence

1. Locate Myanmar on a map. How does political change usually take place in this country? Why is it difficult for the government in power to settle differences between various factions? Freedom of the press is nonexistent in Myanmar. What does this suggest about the relationship between access to information and human rights? How is the climate conducive to violent insurrections? Name other nations with similar problems. What similarities are present? What generalizations can be made about countries with continuing human rights abuses?

2. Locate Nigeria on a map. What is this nation's major source of revenue? Why do the people fail to benefit from the income generated by Nigerian business? Is rampant pollution a human rights violation? Explain. Why do you believe international sanctions have not worked in this country? Why is it difficult for the people to gain political power? According to the video, "in Myanmar and Nigeria, wealth and political stability uphold systems of repression. " Analyze this statement. Do you agree? Give reasons to support your answer.

3. Locate Rwanda on a map. What happened to exacerbate long-standing ethnic hatreds? What was the result? The images of 1994's Rwandan Tutsi massacre shocked the world. How did widespread media attention affect international opinion? Has the Hutu connection with neighboring Zaire complicated or relieved the situation? Explain.

4. When did Zaire become the Democratic Republic of Congo? What type of government does the name imply? What evidence exists that Laurent Kabila's government is perpetrating human rights abuses? Why does anarchy persist in the face of political change? Consider the work of "Apredici" and "Azadho." How

are these groups striving to improve human rights in their country? What resistance from Kabila's administration have activists encountered? Why do you believe the U.S. and other democratic nations have few interests in the D.R.C? Why is the United Nations unable to help? How does complacency present a threat to human rights? Suggest incentives to increase international interest and involvement.

5. Guillaume Ngefa of the activist group Azadho says the first step on preserving human rights is letting people know they have them. Discuss the role of the media in keeping people informed of human rights issues. Challenge students to mount an education program on human rights for the international public. Have students collect information, articles, and media relating to the human rights abuses highlighted in today's **CNN NEWSROOM.** After researching the various situations worldwide, ask the class to publish a human rights newsletter with the dual purposes of outlining the rights and calling to task those who violate those rights. Include photographs, articles, letters, resources and lists of agencies who are available to help. Follow up by having students distribute the newsletter. To whom should it be distributed? How can activists acheive greater awareness among those who "need to know?" What are some strategies to increase international responsibility and "put an end to the culture of impunity?"

LINKS:
http://www.bivwood.com/~mike/humanrights.html
http://www.aidcom.com/nwspg4.htm

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Part IV: The Choice

1. How are people "getting away" with crimes against humanity? List examples of unpunished war criminals from the video. Can you name others from history? In modern times? How does the community typically handle accusations of human rights violations? Why are international laws concerning the issue difficult to enforce? What solution is suggested by President Carter? Do you recognize the need for an International Criminal Court? What should be the focus of such a court? What should be the extent of its powers? Who should administrate it, in your opinion?

2. In the video, former President Carter says the United States has

not been a strong leader in protecting global human rights. Evaluate this statement in terms of U.S. response to recent situations in Africa, Asia, Europe, South and North America. How could policies be improved? Do you believe it is the responsibility of the United States government to assume a leadership position? Why or why not?

3. Why does the Clinton administration have reservations about the establishment of an International Criminal Court? What conditions is the U.S. government placing on its support? Why is United Nations control crucial? Why are the human rights records of some member nations detrimental to the function of the court?

4. Why is international cooperation necessary to the success of the ICC? How might this be achieved? Is it reasonable to think nations with continuing human rights abuses will submit to the jurisdiction of the court? Give reasons to support your answer.

5. This summer, delegates will decide the fate of the International Criminal Court. Divide the class into six groups representing the United Nations, the U.S., China and other Asian nations, Iraq and other Arab nations, Russia, and the African coalition. Each student should become familiar with human rights issues as they pertain to their delegations. Hold a mock summit for the establishment of the ICC. Each group should be prepared to debate their reasons for support or disagreement with the concept. After the debate, ask all groups to work together to outline the structure and functions of the court. Suggest they use the descriptions from the video and the website as as starting points. At the end of the summit session, allow delegates to vote on the resolution to found the ICC. Was consensus reached? Why or why not?

6. Discuss the types of cases the ICC might hear if it becomes a reality. Allow students to compose "indictments" against people or nations they feel have committed crimes against humanity. The class should elect a tribunal and hold mock trials of those cases they feel are most important. Follow up with an evaluation of the process and set appropriate sentences for those found guilty of human rights abuses.

LINKS:
http://www.emory.edu/CARTER_CENTER/
http://www.igc.apc.org/icc/

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We Want to Know What You Think!

How do human rights issues affect you and your community? Are you involved in the area of human rights? What do you think about this issue? Drop us a line at: human.rights@turner.com

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Editor's Note

TODAY'S NEWS TERMS

- **genocide**
- **amnesty**
- **oppressive**
- **war crimes**
- **anarchy**
- **"Apredici"**
- **"Azadho"**
- **International Criminal Court**

CNN NEWSROOM WORLDVIEW

WORLDVIEW WILL RETURN TOMORROW.

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 19, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	-The U.S. Justice Dept. accuses Microsoft of unfair competition in the software industry. -Do historical antitrust standards still apply in today's lightning-fast market?	**6:15**	7:55
In the Headlines...	CLINTON TRADE... INDONESIA UPDATE...	**1:00**	8:55
Look it Up	Definition of "culture"	**:35**	9:30
International Desk	Havana's architectural heritage is cherished, even as it continues to crumble.	**3:20**	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:50
Top of the World	Conflict between the government and the Dinka tribe has added to the misery of these Sudanese people.	**3:40**	19:30
Fast Fact	Unemployment is causing economic and social problems in Southeast Asia.	**3:10**	22:40
Inside Russia	Siberia is a land rich in minerals, but many people there suffer in poverty.	**2:00**	24:40
Culture Watch	An ethnomusicologist travels to the U.S. in hopes of retrieving a part of the Maori culture.	**2:20**	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK CNN NEWSROOM

Top Story

Microsoft Suit

1. What is the basis of the Justice Department suit against Microsoft? What will be the result for Microsoft if the Justice Department wins the injunction? What is the major business practice that is under scrutiny? In your opinion, does packaging Microsoft's Internet Explorer with Windows software constitute a monopoly? Why or why not?

2. What was Microsoft Chairman Bill Gates' reaction to the charges? Why do some analysts believe the government has a strong case? According to Sen. Orrin Hatch, "the future competition and innovation of the software industry is at stake. " Do you agree with the scope of this statement? Explain.

3. Just like the breakup of Standard Oil helped define competition in the early 1900's, legal experts say the pair of antitrust lawsuits against Microsoft could have a profound effect on competition in the 21st century. Have students explore the websites below to put the Justice Department's suit against Microsoft into historical context of other antitrust intitiatives mounted by the U.S. Government. Divide the class into two groups, one acting as a team of lawyers for Microsoft, the other as U.S. attorneys general. Each group should prepare a legal brief outlining their motions in the current case based on the tenets of previous anti-trust suits. Allow each group to present their cases and predict the outcome of the Microsoft case based on historical precedents.

LINKS:
http://cnnfn.com/digitaljam/9805/18/competition/
http://cnnfn.com/hotstories/washun/9805/18/antitrust/

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International Desk

Cuban Architecture

1. Define historic preservation. Why do you think many of Havana's historic structures are crumbling? What is unique about the architecture? How do the buildings shown in the video exemplify "the dicotomy and contradiction between cultural richness, cultural resource on the one hand, and poverty on the other?" Could the restoration of Cuban architecture become a money-making venture? In what ways?

2. What resources does Cuba have available to mount a historic

preservation effort? Why is the Cuban tourist industry limited? What is "sustainable development?" How does the city of Havana meet this standard? How does Havana fail in this respect? Why do you think the poorest residents tend to congregate in the oldest areas of the city? Give other examples of culturally important areas that have fallen prey to the ravages of poverty.

3. According to the video segment, the architecture of Havana is inspiring to those who believe that conserving a nation's heritage is compatible with inner-city living. Evaluate this premise with students. Divide the class into small groups to act as the Havana City Council, the office of the city historian, an equivalent of the Department of Housing and Urban Development, a team of architects, and a local relief agency. Have each group research to make a report of the conditions in inner-city Havana as they relate to the particular interests of the entities they represent. Suggest solutions that involve the poor in a program of sustainable development. For example, jobs could be created if residents were involved in the remodeling and preservation of the buildings in which they live. Encourage creativity, but remind students of the limitations communism places on free enterprise. Hold a meeting of all groups, who should work to reach consensus on a comprehensive plan of historic preservation.

4. Direct the class to research Cuba's historic buildings using the websites given below. Have them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Havana and surrounding areas, using the guidebooks. Follow up by having students mount a tourism campaign based on their research. Discuss the problem presented by the fact that United States citizens are not allowed to travel to Cuba. Where and how can they most effectively generate interest in visiting this Caribbean country?

5. Most of the buildings featured in the video and the websites were constructed during Cuba's colonial period. Invite students to develop an architectural timeline of Cuba based on their research.

Extension: Challenge students to study the architectural heritage of the city, town, or area surrounding their school. Have them write for information from the local historical society to learn more about the provenance of significant buildings or structures. As a class, examine (or become involved in) regionally-based programs of sustainable development and historic preservation.

LINKS:
http://www.jacksonville.com/tu-online/stories/110297/1102Cuba.html
http://www.tomco.net/~larak/cuba/cuba.htm
http://www.laker.net/nike/megalinks.html
http://www.netpoint.net/~cubanet/fotoindex.html

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Editor's Note

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TODAY'S NEWS TERMS

monopoly
architecture
antitrust
sustainable development
injunction
historic preservation
Internet browser
culture

CNN NEWSROOM

WORLDVIEW

Tour Of The World

Sudan Slavery

1. Why is the woman in the video gathering seeds? How does this illustrate the severity of the situation in The Sudan? Why was she "taken to the north?" Under what circumstances were she and her daughter able to return home? Why is her case an unusual one?
2. How have war and drought affected the lives of the Sudanese people? Who are the Dinka? How have they been victims both of natural and human catastrophe? What has happened to the livestock that was once central to their very way of life?
3. What is the reason behind the "hatred between northerners and southerners" in The Sudan? Have students work in groups to learn more about the conflicts that have surfaced and compare these tensions to others they have seen in other regions of Africa. What role did colonialism play in setting these events in motion? Do students think the international community should play a role in mediating conflict within countries once dominated by colonial powers? Should the international community take an active role in The Sudan? Discuss.

LINKS:
http://www.arab.net/sudan/history/sudan_history.html
http://www.arabicnews.com/ansub/Daily/Day/980408/1998040817.html

http://ads.washingtonpost.com/wp-srv/inatl/longterm/africanlives/sudan/sudan.htm

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Fast Fact

Fast Fact

Asian Unemployment

1. Compare the general economic outlook for southeast Asia one year ago to what is happening there today. Discuss the specific problems that different nations of southeast Asia are now experiencing as a result. What is the International Labor Organization? What is it asking the governments of this region to do to protect their workers? Describe what Thailand's government is doing to provide something of a "safety net" for the unemployed. Why are most governments in this region unable to offer help to those who cannot work?

2. Have students work in groups to learn more about the International Labor Organization and about the current economic situation in southeast Asia. In class discussion, have groups share their findings and discuss ways in which the ILO could assist countries like Thailand, South Korea and Indonesia during this economic crisis. Generate a class discussion about the impact of a healthy/unhealthy economy on a country's politics. Cite news about the recent events in Indonesia to further illustrate this connection.

LINKS:
http://www.ilo.org/
http://www.dismal.com/thoughts/archive/archives.asp
http://www.jobstreet.com/resources/mol_editor/foav08.htm

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Inside Russia

Siberian Town

1. Contrast Siberia's mineral wealth with the living conditions of most of its residents. How many people live in the Glukhov house? Why is there only one wage earner there? Who is that person? How does she earn a living? Why is trade among the people of this region unlikely? Assuming there is adequate demand for Siberia's natural resources, how might the Russian government work in partnership with the residents to provide opportunities for business and improvement in the quality of life? What factors might be obstacles to such a project?

LINKS:
http://www.csmonitor.com/durable/1997/10/14/intl/intl.1.html
http://www.cnit.nsk.su/univer/english/siberia.htm

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Culture Watch

Culture Watch

Maori Culture

1. What are the roots of the Maori culture? Where is this culture still

evident today? What is an ethnomusicologist? How does Delvanias Prime try to preserve the Maori culture? Why is he negotiating with the American Museum of Natural History? What do the heads and their markings represent? What do you think Mr. Prime means when he refers to these artifacts as the "intellectual copyright" of the Maori? Do you agree or disagree that the heads should, as Mr. Prime puts it, "make their spiritual journey" back to New Zealand? Explain.

2. Group students. Have each research Maori culture and select one aspect of that culture on which to report. If possible, have groups locate photos or examples of art, music, folklore that come from the Maori to share with the class. Discuss what we can learn from studying the culture of an indigenous people.

LINKS:
http://www.lincoln.ac.nz/libr/trw/trwmaori.htm
http://www.stg.brown.edu/projects/hypertext/landow/post/nz/societyov.html
http://www.firstnations.com/nativeart/maori/index.htm

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Editor's Note

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TODAY'S NEWS TERMS

Dinka
Siberia
militia
raw materials
severance
Maori
insurance
artifact

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 21, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	Indonesian President Suharto has resigned.	5:05	6:45
Science Desk	New treatment for once-feared leprosy has prompted a change in society's attitudes toward the disease.	3:55	10:40
Our World	Some of the most knowledgeable students in the USA compete in the National Geography Bee.	2:50	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	16:30
Top of the World	Uncertainty is the rule in Korea's demilitarized zone, with troops in a constant state of alert.	2:35	19:05
Where in the World?	If you want to see the antiquities of Myanmar, check the black market rather than the museum.	4:40	23:45
Inside North America	1998 marks the 100th anniversary of the consolidation of New York City.	4:05	27:50
	CNN NEWSROOM CLOSE	:10	28:00

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Instructional Programs From: CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Indonesia's President Resigns

1. Why did President Suharto resign? Before he stepped down, what did he do in the interest of avoiding a "leadership

vacuum?" How did President Suharto use both the Indonesian Constitution and the military to reaffirm this appointment? What kind of message do you think this constitutional swearing-in ceremony with the military present sends to the people of Indonesia?

2. What do we know about President Habibie? Describe his rise to power. What is a nationalist? Why is the new President known as a nationalist? Why is he seen as controversial to some?
3. Indonesia has never had a peaceful transition of power. Invite students to research "the year of living dangerously." Have them write letters from the points of view of Indonesian citizens who experienced the extreme violence and political upheaval that accompanied Mr. Suharto's ascent. They should recount their experiences, and advise the younger generation on how to make a smooth and democratic transition. Share the letters and allow students to predict the future for the Indonesian people.

LINKS:
http://www.cnn.com/WORLD/asiapcf/9805/18/suharto.chronology.reut/index.html

http://cnn.com/WORLD/asiapcf/9805/20/suharto.profile.ap/

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Science Desk

Last of the Lepers

1. What is Hansen's disease? What was the previous name for this disease? What was life like for Hansen's disease patients in the past? How were they treated? Has the attitude toward Hansen's disease changed now that it is treatable? Explain.

2. How is the closing of the treatment center in Carville, Louisiana, going to affect residents Rachel Pendleton and Johnny Harmon? What options is the Federal Government providing for them? How do their views differ?

3. Compare society's attitude towards Hansen's disease victims in the early 1900s to society's attitude towards AIDS patients in the 1980s. In both cases, what were the forces that caused a change in social attitudes?

LINKS:
http://www.seanet.com/~tzhre/leprosy.htm

http://www.os.dhhs.gov/news/press/pre1995pres/941123.txt

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Our World

Geography Bee

1. Who sponsors the National Geography Bee? Why was this competition created? What kinds of questions are asked? Do you think this contest is a good idea to promote geography among U.S. students? Explain. Do you know anyone who has ever entered a nationwide test of knowledge, like this contest or the National Spelling Bee? If so, how did that person prepare for each level of competition? How do you think this year's National Geography Bee champion prepared for this contest?

2. Group students. Direct each to brainstorm a list of ideas to promote geography among students at your school. Have each group select one of its ideas to develop. Groups may want to consider contests, original board or computer games, trading cards, etc. Assist each group in conducting research for the materials used in the idea. Have each group present and conduct a test trial of its product to the class.

LINKS:
http://www.nationalgeographic.com/society/ngo/geobee/

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Editor's Note

TODAY'S NEWS TERMS

autocratic	**Bacharuddin Jusuf Habibie**	**leadership vacuum**	**Hansen's disease**
leprosy	**"National Geographic"**	**"Jeopardy!"**	**scholarship**

CNN NEWSROOM WORLDVIEW

Top Of The World

South Korea Defense

1. What is the cause of the tense situation in the demilitarized zone between South and North Korea? What is significant about the location of Bang Yung Do? Why, if the Korean War ended in

1953, do hostilities continue? What hope exists that the political situation may change? Does the fact that South Korea maintains a strong defense hasten or prolong the quest for peace, in your opinion? Give reasons to support your answer.

2. Have students explore the websites below to contrast today's political standoff with the situation between South and North Korea at the ceasefire. Using the reports as models, they should each write one newspaper article dated May 21, 1953; and another dated May 21, 1998. Compare the articles in an open forum. Which issues remain the same? Which have changed? How can Koreans find a starting point for a lasting and official peace?

LINKS:
http://www.cfcsc.dnd.ca:80/links/milhist/korea.html
http://203.255.151.12/kh0428/m0428l02.html
http://www.korealink.co.kr/14_1/9805/t415152.htm

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Where in the World

Myanmar Stolen Relics

1. Why are the artifacts stolen from Myanmar valuable on the black market? Why is it difficult to catch the thieves? What steps are officials taking to halt the smuggling? What was the impetus for the British government's return of items belonging to the Burmese National Museum? What was the largest item to be returned? What is its historical significance the people of Myanmar? How might national treasures be more closely protected?

2. Invite groups of students to devise board games resembling "Clue" to outline the problem of antiquities theft in Myanmar. Players should act either as international operatives with the task of apprehending smugglers, or as black market brokers bent on acquiring and selling artifacts. The games should center around treasures protected in the National Museum, with the object being to protect relics and keep them inside Myanmar's "borders." Allow groups to switch off and try others' games.

LINKS:
http://www.myanmar.com/handi/index.htm
http://www.odci.gov/cia/publications/factbook/bm.html

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Inside North America

NYC Centennial

1. According to the video segment, in the past 100 years many things have changed in New York, but much is still the same. Analyze this statement and make a list of differences and similarities. What challenges are faced by a city with such a large and diverse urban population?

2. How does the borough system work? Why did the various communities that form NYC decide to consolidate? How does this governmental system make New York unique? How do neighborhoods preserve their individual characters and identities? New York has been lauded as one of the world's premier cities. What characteristics does it share with other great cities? How might the quality of life be improved for all citizens?

3. New York's centennial milestone is commemorated at the Museum of the City of New York. Allow small groups of students to research the history of the Big Apple and design exhibits to be included in a "City Exposition." Set up these displays, appoint student "curators," to guide other classes on centennial celebration tours.

LINKS:
http://www.ci.nyc.ny.us/html/misc/html/1998/centen.html
http://204.71.177.76/headlines/980101/news/stories/newyork_1.html
http://www.news-ny.com/site137.htm

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TODAY'S NEWS TERMS

demilitarized zone
artifact
ceasefire
antiquity
Korean War
centennial
relic
borough

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CNN NEWSROOM

CNN Top Story

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http://www.cnn.com/WORLD/asiapcf/9805/18/suharto.chronology.reut/index.html

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http://www.seanet.com/~tzhre/leprosy.htm

http://www.os.dhhs.gov/news/press/pre1995pres/941123.txt

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Our World

Our World

Geography Bee

1. Who sponsors the National Geography Bee? Why was this competition created? What kinds of questions are asked? Do you think this contest is a good idea to promote geography among U.S. students? Explain. Do you know anyone who has ever entered a nationwide test of knowledge, like this contest or the National Spelling Bee? If so, how did that person prepare for each level of competition? How do you think this year's National Geography Bee champion prepared for this contest?
2. Group students. Direct each to brainstorm a list of ideas to promote geography among students at your school. Have each group select one of its ideas to develop. Groups may want to consider contests, original board or computer games, trading cards, etc. Assist each group in conducting research for the materials used in the idea. Have each group present and conduct a test trial of its product to the class.

LINKS:
http://www.nationalgeographic.com/society/ngo/geobee/

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Editor's Note

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TODAY'S NEWS TERMS

autocratic
leprosy
Bacharuddin Jusuf Habibie
"National Geographic"
leadership vacuum
"Jeopardy!"
Hansen's disease
scholarship

CNN NEWSROOM

WORLDVIEW

Top Of The World

South Korea Defense

1. What is the cause of the tense situation in the demilitarized zone between South and North Korea? What is significant about the location of Bang Yung Do? Why, if the Korean War ended in

1953, do hostilities continue? What hope exists that the political situation may change? Does the fact that South Korea maintains a strong defense hasten or prolong the quest for peace, in your opinion? Give reasons to support your answer.

2. Have students explore the websites below to contrast today's political standoff with the situation between South and North Korea at the ceasefire. Using the reports as models, they should each write one newspaper article dated May 21, 1953; and another dated May 21, 1998. Compare the articles in an open forum. Which issues remain the same? Which have changed? How can Koreans find a starting point for a lasting and official peace?

LINKS:
http://www.cfcsc.dnd.ca:80/links/milhist/korea.html
http://203.255.151.12/kh0428/m0428102.html
http://www.korealink.co.kr/14_1/9805/t415152.htm

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Where in the World

Myanmar Stolen Relics

1. Why are the artifacts stolen from Myanmar valuable on the black market? Why is it difficult to catch the thieves? What steps are officials taking to halt the smuggling? What was the impetus for the British government's return of items belonging to the Burmese National Museum? What was the largest item to be returned? What is its historical significance the people of Myanmar? How might national treasures be more closely protected?

2. Invite groups of students to devise board games resembling "Clue" to outline the problem of antiquities theft in Myanmar. Players should act either as international operatives with the task of apprehending smugglers, or as black market brokers bent on acquiring and selling artifacts. The games should center around treasures protected in the National Museum, with the object being to protect relics and keep them inside Myanmar's "borders." Allow groups to switch off and try others' games.

LINKS:
http://www.myanmar.com/handi/index.htm
http://www.odci.gov/cia/publications/factbook/bm.html

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Inside North America

NYC Centennial

1. According to the video segment, in the past 100 years many things have changed in New York, but much is still the same. Analyze this statement and make a list of differences and similarities. What challenges are faced by a city with such a large and diverse urban population?

2. How does the borough system work? Why did the various communities that form NYC decide to consolidate? How does this governmental system make New York unique? How do neighborhoods preserve their individual characters and identities? New York has been lauded as one of the world's premier cities. What characteristics does it share with other great cities? How might the quality of life be improved for all citizens?

3. New York's centennial milestone is commemorated at the Museum of the City of New York. Allow small groups of students to research the history of the Big Apple and design exhibits to be included in a "City Exposition." Set up these displays, appoint student "curators," to guide other classes on centennial celebration tours.

LINKS:
http://www.ci.nyc.ny.us/html/misc/html/1998/centen.html
http://204.71.177.76/headlines/980101/news/stories/newyork_1.html
http://www.news-ny.com/site137.htm

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Editor's Note

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TODAY'S NEWS TERMS

demilitarized zone
artifact
ceasefire
antiquity
Korean War
centennial
relic
borough

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CNN NEWSROOM WORLDVIEW

Program Calendar

May 22, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
	TEACHERS: There will be no CNN NEWSROOM and no Daily Guide on Monday, May 25 in observance of Memorial Day in the U.S.		
Top Story **TEACHERS: Please preview this segment.**	A high school in Oregon is the scene of a horrible act of violence.	**6:05**	7:50
Reactions	**CNN NEWSROOM** wants to know your thoughts on the issue of school violence.	**1:30**	9:20
In the Headlines	WINDS OF CHANGE IN INDONESIA...	**:35**	9:55
Who Said It?	A quote about history from authors W.C. Sellar and R. J. Yeatman	**:30**	10:25
Editor's Desk	Modern technology offers a way to save pieces of the past.	**2:30**	12:55
Space is the Place	Astronauts and earthlings observe "Space Day 1998."	**1:35**	14:30
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	17:30
Loss of Life	After a collision with a drunk driver shatters a family's future, a father and daughter help one another on the road to healing.	**10:00**	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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Instructional Programs From: CNN TNT TCM CARTOON NETWORK CNN NEWSROOM

Top Story

Oregon School Shootings

1. What do we know about the events that took place in Springfield, Oregon, yesterday? Who is charged with this crime? What is known about his background? How are the students and families coping with the tragedy?

2. Why did Attorney General Janet Reno and President Clinton recently convene a panel on school violence? What solutions did this panel offer? Do students think there is any merit to any of these proposals? If so, which ones? What does it mean when it is said that there are no "cookie cutter" solutions to this problem? What or who do you think is responsible for this recent wave of violence in schools?

3. Ask students to revisit some of the solutions offered to the problem of school violence by the presidential panel (e.g., metal detectors, gun control, video cameras, after-school programs). In class discussion, solicit additional ideas from volunteers. List all these solutions on the board. Then group students. Direct each group to consider which of these solutions they believe (a) are likely the most effective toward stopping violence in schools and (b) are least likely to encounter resistance from students and from civil libertarians. Give each group ample time to discuss the options. Then have each group share its ideas. Which solutions do students think are the most effective? The most practical? Are there solutions that fall into both or no categories? How might privacy, freedom of speech/assembly/media and gun ownership rights conflict with some of these proposals? Discuss.
   EXTENSION: At what point are students willing to give up some basic civil rights for a safer school environment? Direct each student to write an essay focusing on whether any basic rights as outlined in the Bill of Rights should be relinquished in the name of personal safety. Have students read their essays. Is it realistic to assume that safety can be guaranteed in an open society? Why or why not?

4. Group students. Have each consult the first website below on school violence statistics. Use this opportunity to give students practice with tables, charts and bar graphs. Direct each group to choose one of the tables given, analyze it, and explain it to the class. After all presentations are complete, generate a class discussion about the statistics associated with school violence. From the information students have gathered from these tables, do students think there is reason to be concerned about this issue? Do students think the numbers, as some experts claim, are "intolerably high?" Discuss.

LINKS:
http://cnn.com/US/9803/25/school.violence.statistics/index.html
http://www.secmag.com/school/amanda.htm
http://cnn.com/HEALTH/9803/25/jnsbro.counseling/index.html

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Reactions

Encourage your students to log on to **CNN NEWSROOM's** e-mail site below and let us know how they feel about this issue. What do students think is the key to preventing school violence? What would they propose to stop violent acts in schools and make all schools safer? Why do they feel these tragedies have occurred? Is this wave of violence a result of gun availability? Do students feel media attention is to blame, or is school violence a symptom of a bigger problem in society? Students can click on this address or send their e-mail responses to:
school.violence@turner.com

Stay tuned to CNN NEWSROOM for future stories on this topic. Selected student responses will also appear on future broadcasts.

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Editor's Desk

Saving the Past

1. Why are San Francisco's original archaeological digs no longer available for study? What technology allows anthropologists to recreate the sites? Why is it important to know the spatial relationship among the artifacts when they were discovered? According to the video segment, "time is running out." Explain the urgency of the situation.

2. Discuss possible applications for digital images of artifacts. In what ways could the digitized version be superior to the original? What limitations does a computer image have in comparison to the actual object? In the future, what changes and/or advances do you predict in the fields of archaeology and

anthropology? Do you think computer technology will replace "digging in the dirt?" Why or why not?

3. Challenge students to set up a "virtual museum" or photographic time capsule containing everyday items for study by the archaeologists and anthropologists of the future. Guide them as they generate a list of "artifacts" they feel are definitive of our society, such as portable disc players, computers, electronic "pets," or lava lamps. Ask them to find images of each item. Allow them to set up a bulletin board display or a web page using the pictures. Follow up with a "study" of the collection in which students briefly describe each item and explain its significance to today's culture.

LINKS:
http://www.cc.ukans.edu/~hoopes/mw/
http://www.qal.berkeley.edu/~hearst/collect.htm

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Space is the Place: Space Day

1. What was the theme of National Space Day 1998? Who was in attendance? What events took place? Why is Space Day observed? According to Senator John Glenn, how do the benefits of space exploration extend into other fields, beyond science?

LINKS:
http://cnn.com/TECH/space/9805/21/space.day/

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

Janet Reno	**juvenile violence**	**metal detectors**	**anthropologist**
archaeology	**digital photo**	**John Glenn**	**Buzz Aldrin**

CNN NEWSROOM WORLDVIEW

[illegible] Of [illegible] World

Loss of Life: The Tragedy of Drunk Driving

1. Discuss how Renee Kocsis' life was forever changed one March morning in 1996. Who perished in this accident? What injuries did Renee and her father sustain? How are both individuals coping with their emotional injuries? Explain how Renee has channeled her grief into positive action. What does she want others to learn from her experience?

2. Group students. Challenge each to come up with one way to raise awareness about the dangers of drunk driving. Groups may choose to create posters, perform skits, or design multi-media presentations as examples of activities designed to make others aware of this issue and its tragic impact. Invite students from other classes to participate in a DUI Awareness Exhibit in your classroom. Present awards to the most original and effective presentations.

3. Help students learn more about what they can do to prevent drunk driving by assisting them in contacting:
   MADD - Mothers Against Drunk Driving 1-800-GET-MADD
   and
   SADD - Students Against Driving Drunk (508) 481-3568

LINKS:
http://www.madd.org
http://www.nat-sadd.org
http://www.drunkdriving.com/
http://www.alcoholfreekids.com/Sandy_Golden.html
http://www.allstate.com/newspaper/involved.html

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Editor's Note

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TODAY'S NEWS TERMS

healing process
therapy
DUI
Students Against Driving Drunk

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CNN NEWSROOM WORLDVIEW

May 26, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Northern Ireland's citizens give the peace accord a "thumbs up."	**3:55**	5:25
In the Headlines	MEMORIAL DAY IN THE U.S...	**:30**	5:55
On the Map	Facts about Cuba	**:50**	6:45
International Desk	The Hershey train still rides Cuba's railways, attacting enthusiasts from around the world.	**3:00**	9:45
School Shooting TEACHERS: Please preview this segment	Psychiatrists do not know why some adolescents resort to violence.	**3:15**	13:00
Student Responses	Tomorrow is the last day you can log your "student responses" on the issue of school violence. (See the **"STUDENT RESPONSES"** section below.)	**1:00**	14:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:00
Top of the World	Construction continues on the world's largest engineering project, the Yangtze Dam.	**4:10**	20:10
Culture Watch	Meet the artist behind the Rock City barns and birdhouses.	**7:10**	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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Top Story

Northern Ireland Referendum

1. What was the result of Northern Ireland's historic referendum? Review the goals of each side, Catholics and Protestants, in this conflict. Explain how the recently approved agreement sets up a new kind of government for Northern Ireland. What is the next step in the process? What difficult issues remain to be confronted before any kind of lasting peace can be achieved?

2. Unionist leader Robert McCartney has said of this referendum, "It will put armed terrorists in the Assembly, return weapons and release some of the most homicidal maniacs ever put in jail." Why does he believe this? Of whom is he speaking? If you were Mr. McCartney and your side lost the vote to reject this referendum, what would you do next? The video refers to the upcoming Assembly elections in June, elections in which the Unionists will participate and try to win back some of their political clout. In your opinion, how could the Unionists best accomplish this objective?

3. Are all sides in Northern Ireland rejoicing over the referendum's passage? Explain. Discuss the feelings of the Nationalists and the Unionists and their visions for the future of Northern Ireland. Group students. Have each research and review recent news reports of the referendum's passage and share their notes with the class. Direct each student to choose one perspective, that of a Unionist or a Nationalist, and write an editorial that might appear in a news publication in Northern Ireland on the referendum and what it means for Northern Ireland's future. (Remind students that Unionists were split on this issue: Some favored the referendum, others within that party were opposed.)

LINKS:
http://www.independent.ie/1998/142/d01i.shtml
http://www.nytimes.com/library/world/europe/052498nireland-politics.html

http://news.bbc.co.uk/hi/english/events/northern_ireland/latest_news/newsid_99000/99754.stm

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International Desk

Cuba's Hershey Train

1. Why do Cubans continue to use the vehicles of a bygone era? What is unique about the Hershey Train line? What can you infer about the situation when the Hershey Company left Cuba in 1959? How has Cuba changed in the last 39 years? How has Cuba remained the

same? What do the differences and similarities reflect about life under Castro's regime?

2. What is meant by "interurban light electric rail line?" What is the origin of the Hershey train? According to the video, why are train enthusiasts willing to travel from all over the world to ride on the train? In your opinion, should the train be taken out of service and put in a museum? Why or why not?
3. Have students read the articles from the web sites given below. Based on the experiences of "rail fans" who have travelled to Cuba for the specific purpose of seeing the Hershey Train, ask small groups to design brochures to lure other tourists to the area. The pamphlets should emphasize the historical significance of the railway. Share these in class.

LINKS:
http://www.railfan.com/a031996.html
http://www.railfan.com/b071982.html

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School Shooting

1. According to the video, do psychiatrists know why some young people choose to respond to anger by killing? What behaviors or traits are common in adolescents who commit violent acts? Are more young people committing violent acts or does it just seem that there are more of these incidents? According to Dr. Lloyd Kolbe of the CDC, why is it so difficult to determine why these things are happening? What do experts tell us about identifying adolescents who are on the verge of committing a violent act? What would you do if you knew an individual who displayed this kind of behavior or traits?
2. Have students work in groups to research the negative emotions which humans confront daily and share their findings in class discussion. Ask volunteers to discuss ways that they deal with anger, sadness, stress, grief, etc. What are some normal responses to these emotions? How do we know when these responses are out of control, or beyond the norm? Invite a mental health professional to address the class on the range of human emotions and positive ways to channel the energies they generate.

LINKS:

http://www.cnn.com/US/9805/22/school.reduced.violence/index.html
http://pathfinder.com/time/magazine/1998/dom/980406/box2.html

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Student Responses

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school.violence@turner.com

Please have students include their names, ages, hometown and country with your comments. Stay tuned to **CNN NEWSROOM** for future stories on this topic. Selected student responses will appear on future broadcasts.

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TODAY'S NEWS TERMS

cross-border council
light railway
paramilitary
Hershey train
referendum
aggression
electric locomotive
empathy

CNN NEWSROOM WORLDVIEW

Chinese Super Dam

1. What is the cause of the rapid industrial growth in Chongqing? Review the video segment and list reasons in support of the dam. What concerns are cited by those who oppose the dam? How does the government propose to handle the environmental challenges

created by the dam construction? How could the dam improve the local ecosystem? How might it exacerbate other pollution problems? In your opinion, who stands to gain the most from the Three Gorges Dam? Who will bear the greatest cost? Explain.

2. Direct students to research the pros and cons of the Three Gorges Dam project using the websites and links given below. The video segment highlights possible ecological benefits (the cleanliness of hydro-electric power) and detriments (destruction of the natural watershed). Divide the class into three groups, one assuming the position in support of the dam, another against, and the third to act as moderators. Organize a debate of competing environmental concerns, allow students a forum, and have the moderators direct the discussion. Is there a possibility of compromise or consensus? Hows might the problems be overcome? Should construction of the dam be suspended, or the design reconsidered? Is the dam a positive step for China? Why or why not?

LINKS:
http://www.edf.org/pubs/NewsReleases/1998/Feb/b_dams.html
http://www.chinareport.com/3grg.htm

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Culture Watch

Culture Watch

Rock City Barns

1. Why did Clark Buyers and Winston Gonya first conceive the Rock City Barn concept? In video, the barns and birdhouses are described as "marketing history." How does the advertising work? Would the campaign be as successful today as when it first began? Explain. Do you agree that Rock City barns and birdhouse have "passed into the folk culture?" Is the advertising more of an attraction that Rock City itself? Why or why not?

2. Encourage a class discussion in which students analyze marketing messages that become famous in their own right. What slogans, logos, or mediums can they recall that have become cultural icons in the way of Rock City barns? Divide the class into groups and invent an imaginary tourist attraction or select an actual destination in your area. Have the groups act as competing agencies who are developing alternative advertising campaigns for the location's management. After each group has "made the pitch," have the class vote on the most cost-effective and creative concept.

LINKS:
http://www.roadsideamerica.com/attract/GALOOrock.html

http://www.two-lane.com/page7.html
http://www.seerockcity.com/nostalga.html

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Editor's Note

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TODAY'S NEWS TERMS

Three Gorges Dam	**sewage treatment**	**hydroelectric power**	**marketing**
Rock City	**folk culture**	**legacy**	**geology**

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CNN NEWSROOM WORLDVIEW

May 27, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:45	1:45
Top Story	Students at Thurston High return to class with heavy hearts and painful memories.	2:30	4:15
Student Responses	**CNN NEWSROOM** wants to know your thoughts on the issue of school violence. See the **Student Responses** section below.	1:30	5:45
At Issue	Some experts say the media is responsible for an increase in juvenile violence.	2:30	8:15
In the Headlines	BUDGET SURPLUS STIRS DEBATE... NEW JERSEY GETS MOST OF ELLIS ISLAND...	1:10	9:25
Business Desk	Young people are attending Broadway productions in record numbers.	3:25	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	15:50
Top of the World	As humanity wins the war against polio, the toughest battles lie ahead.	2:35	18:25
Culture Watch	India is putting its prisoners to work, making carpets.	3:25	21:50
Information Please	Hong Kong's craftsmen create objects to take into the afterlife.	2:50	23:40
Quote	Meet an artist whose creation is the musical instrument.	2:35	26:15
	CNN NEWSROOM CLOSE	1:45	28:00

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Top Story

School Shooting

1. Cite the different emotions expressed by Thurston High students as they prepared to return to class. In what ways is the school community trying to address their grief? If you were trying to comfort these students, what would you say? What organized programs would you suggest to help deal with the tragedy? What sort of memorials or remembrances would be appropriate? Explain.

2. Invite students to visit the first website listed below to read and/or leave personal messages of comfort and sympathy for residents of the Springfield, Oregon.

LINKS:
http://www.efn.org/~thorne/list.html
http://rivendell.org/anonymous.html
http://www.cnn.com/US/9805/26/oregon.shooting/index.html

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Student Responses

Encourage your students to log on to **CNN NEWSROOM's** e-mail site below and let us know how they feel about this issue. What do students think is the key to preventing school violence? What would they propose to stop violent acts in schools and make all schools safer? Why do they feel these tragedies have occurred? Is this wave of violence a result of gun availability? Do students feel media attention is to blame, or is school violence a symptom of a bigger problem in society? Students can click on this address or send their e-mail responses to:
school.violence@turner.com

Please have students include their names, ages, school, hometown and country with your comments. Stay tuned to **CNN NEWSROOM** for future stories on this topic. Selected student responses will appear on future broadcasts.

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At Issue: Media Violence

1. What empirical evidence exists that media violence increases aggressive behavior in young people? Discuss other positions on this issue. How are they usually expressed? Why have researchers tended to focus on the media? In your opinion, how should the media respond to the problems suggested by such studies? According to experts, how could media content become "healthier?" In your opinion, whose responsibility is it to protect children from violent images? Do they need to be protected at all? What changes, if any, would you suggest?

2. Challenge students to conduct an opinion poll focusing on the effect of screen violence on children. Help them design a survey of students in your school to discover how many feel that violent content in movies and television influences the behavior of children and teens. After adminstering the poll, ask them to tabulate and analyze the data. Publish the results in the school or local newspaper.

LINKS:
http://www.mediascope.org/fscreenv.htm
http://www.swin.edu.au/ssb/media/am209/wwwbopax/messages/61.html

http://family.disney.com/cgi-bin/KeywordSearch?p=media+violence&SearchButton.x=371&SearchButton.y=360

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Business Desk

Young Theater Audience

1. According to the video, why are record numbers of young people attending Broadway shows? What does this imply for the industry's future? How do production companies hope to increase Broadway's appeal to the next generation of audiences? Describe the types of shows you would like to see. In your opinion, is the theater as enticing as other forms of entertainment? Explain. What other improvements are needed to increase youth interest in the performing arts? Characterize the reaction of the students interviewed in the segment. Do their comments make you want to see more Broadway productions? Why or why not?

2. Encourage students to consider ways Broadway can cultivate the youth market. Group students and have them act as advisors to

the industry and plan marketing strategies aimed at increasing youth attendence. Points to ponder include production schedules, special promotions, pricing, tours, education, advertising, and ticket distribution. Allow groups to present their plans for the class.

LINKS:
http://artsnet.heinz.cmu.edu/OnBroadway/
http://www.liii.com/~dhjordan/students/docs/nycshows.htm

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Editor's Note **Editor's Note**

TODAY'S NEWS TERMS

grief	**counseling**	**media violence**	**aggression**
consequences	**felony**	**marketing**	**Broadway**

CNN NEWSROOM **WORLDVIEW**

Top Of The World

Fight to Wipe Out Polio

1. What is poliomyelitis? How is it contracted? What is the World Health Organization's goal for its eradication? Why is this the most difficult phase of that process?

2. How was polio eliminated in the U.S. and other developed countries? Have students work in groups to research the efforts of Dr. Jonas Salk and Dr. Albert Sabin towards eradicating polio, and share their findings in class discussion. Discuss the reasons why polio has not been completely eliminated. What does Dr. Hull mean when he says, "We're victims of our own success. People don't see it as a problem"? What can be done to refocus attention on the fact that the war against polio has not yet been won?

3. Evidence of polio exists as far back as ancient Egypt, over 3,000 years ago. How has the disease impacted civilization? Have groups of students research the social impact of polio, especially in the U.S. in the 20th Century. Students may also want to interview older family members to learn what life was like growing up under the fear of contracting polio. Have groups present their information. In class discussion, compare polio's reign of terror in the earlier part of this century to the AIDS

epidemic today. Generate a class discussion about the psychological effects, as well as the physical effects, of a serious disease. How is disease one of the forces that shapes history?

EXTENSION: Have students use what they have learned to write persuasive essays promoting more U.S. funding for the worldwide eradication of polio. In their arguments, students will want to consider the social and economic effects of polio as well as the human costs.

LINKS:
http://128.59.173.136/PICO/PICO.html
http://orpheus.ucsd.edu/speccoll/findaids/science/salk
http://www.unicef.org/pon95/heal0002.html

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Culture Watch

Culture Watch

Indian Carpetmaking

1. What are the Indian prisoners shown in the video doing to earn their keep? How does this project provide them with an incentive? Do you think the reduction of sentence for making carpet is a good idea? Why or why not?

2. How and under what conditions are these carpets usually made? Why has the Indian carpet industry been critized in the past for its labor practices? Have students consult the Internet and other resources to learn more about child labor charges against India's carpetmakers and the industry's response to these charges. Have students share their findings. Do students think it is better that the adult prisoners are doing this work, rather than the children? Do they feel prison labor diminishes the nature of craftsmanship associated with this ancient craft? Consider any handmade product that is made in the U.S. Who normally makes this product? Does it matter to the consumer who crafts it? Should this be a factor in the object's value? Discuss.

LINKS:
http://www.doe.ernet.in/~unicefd/u30.htm
http://www-2.realaudio.com/CEP/1195news/bodycopy.htm

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Information Please

Information Please

Hong Kong Afterlife

1. Describe the business run by Chiu Wah and his colleagues. What kinds of paper objects do they create? Why do customers order these objects? Why is being well-prepared for the afterlife important to the Chinese?

2. Each culture has its own views of death. Generate a class discussion about American culture's perception of death and the rituals that often accompany death. Are American practices different from what was seen in this video? What do other cultures believe and practice regarding death? Group students. Have each group choose one culture, ancient or modern, and explore its post-death practices. What rituals were/are used? What do these ceremonies symbolize? What practical aspects of the culture dictate its burial practices? Have each group offer a formal presentation of its findings. Conclude with a discussion of why these practices are significant in the study of any culture. Life in the U.S. often seems obsessed with youth and beauty, whereas many Asian cultures tend to revere age as wisdom. How does this comparison help explain the differences between these two cultures on the subject of death and the afterlife? Discuss.

LINKS:
http://bcn.boulder.co.us/campuspress/march131997/museum0313.html
http://www.trinity.edu/~mkearl/death-1.html

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Violin Maker

1. In the video we hear that a violin is "carved out of time." What do you think this means? In what way is the person who crafts a musical instrument also a musician? Challenge students to learn more about this craft and the materials, skill and time that go into each instrument. Have each student choose an instrument, conduct research, and compile a poster illustrating and describing the steps in its creation. Post student work around the classroom.

LINKS:
http://www.graffiti.it/stradivari/photostory/welcome.html
http://www.centrum.is/hansi/

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Editor's Note

TODAY'S NEWS TERMS

poliomyelitis
afterlife
WHO
bow
complacency
cello
weaving
violin

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CNN NEWSROOM WORLDVIEW

May 28, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:30	1:30
Top Story	Firefighters get no help from the weather as they battle blazes in Florida.	2:45	4:15
In the Headlines	FORTIER SENTENCED... RUSSIA'S ECONOMY IN A TAILSPIN...	1:00	5:15
Science Desk	New evidence suggests that musical training benefits the brain.	2:20	7:35
School Shooting Discussion	**CNN NEWSROOM** talks with students to get their views on school violence and how to prevent it. (We want to hear from you, too. See this section below to log your response to the issue.)	6:05	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	2:00	15:40
Top of the World	Young Israelis struggle to separate myth from reality as they study their nation's history.	6:10	21:50
Quote	An Arab family goes to Israel's Supreme Court to petition for the right to buy land in a Jewish community.	4:55	26:45
	CNN NEWSROOM CLOSE	1:15	28:00

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Instructional Programs From CNN NEWSROOM

CNN TNT CARTOON NETWORK

Top Story

Florida Fires

1. What is unusual about the forest fires that are destroying thousands of acres in Florida? How do firefighters usually depend on the weather for help? In what way is the weather not cooperating? How might thunderstorms actually make matters worse?

2. How do authorities respond to massive forest fires like the ones currently plaguing Florida? What do they recommend to people who live in the vicinity of these fires? Have students work in groups to learn more about the human response to nature when wilderness fires break out. Have groups present their information. Discuss the common sense approaches to dealing with these fires (i.e., ordering a ban on outdoor burning, limiting the use of grills) as well as the role of technology in fighting forest fires.

3. While wilderness fires are obviously destructive, they also provide an opportunity for renewal of the forest. Have students research the effects of wildnerness fires on the forest habitat and share their findings. What negative and positive consequences can result from forest fires? Discuss.

LINKS:
http://cnn.com/US/9805/27/florida.fires/
http://www.discovery.com/news/earthalert/980406/index/fires_index.html
http://www.crossnet.org/news/common/94_95/wfire.html

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Science Desk

Mind Music

1. According to this report, what impact does music and pitch recognition have on the brains of young children? At what age does music cease to have this effect? What part of the brain is responsible for musicial potential and ability?

2. Do you think parents should push their children to learn a musical instrument solely for the purpose of brain development? Do you think that music would have the same effect on motivated and unmotivated students? Does this information mean that all students should take music lessons? Discuss.

3. Working in small groups, have students research the parts of the brain and diagram its parts and what is controlled by each, and share their drawings. Have groups conduct additional research to learn what other functions the auditory cortex performs. Do students think a larger

auditory cortex will positively affect other abilities? Why/why not?

LINKS:
http://www.hhmi.org/senses/front/120.htm#C1
http://magazines.enews.com/magazines/discover/magtxt/9709-3.html
http://www.kidsource.com/kidsource/content2/news2/music.computers.html

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School Shooting Discussion

1. How do the students at Newnan High feel about the recent outbursts of violence in schools? Who or what do they feel is responsible for this behavior? Do you agree with any of these opinions? Explain. According to these students, what measures should be taken to prevent violence in schools? Are any of these already in place in your school? If so, do they give you a sense of security? If not, do you think they should be implemented? Explain.

2. Today is the last day your students can be a part of the cyber-discussion on school violence. Have students log on to **CNN NEWSROOM's** e-mail site below and let us know how they feel about this issue. What do students think is the key to preventing school violence? What would they propose to stop violent acts in schools and make all schools safer? Why do they feel these tragedies have occurred? Is this wave of violence a result of gun availability? Do students feel media attention is to blame, or is school violence a symptom of a bigger problem in society? Students can click on this address or send their e-mail responses to:

   school.violence@turner.com

   Please have students include their names, ages, school, hometown and country with their comments. Stay tuned to **CNN NEWSROOM** for future stories on this topic. Selected student responses will appear on future broadcasts.***Send in your responses by 12 noon EDT Today!***

LINKS:
http://www.ctol.net/~segag/perspect.html
http://education.indiana.edu/cas/tt/v2i3/v2i3toc.html
http://www.pathfinder.com/teenpeople/gdml3/pov11.html

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Editor's Note

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TODAY'S NEWS TERMS

smog
wildfires
health hazard
pitch
auditory
cerebral cortex
roundtable
metal detector

CNN NEWSROOM WORLDVIEW

Israel's Changing Dreams

1. Why have perceptions of Israel's establishment as a modern state changed over the last fifty years? What were the early priorities of the founding fathers? What are the priorities of the Israeli government today? According to the video segment, what has been "the defining moment" of the nation's recent history? How did that event affect Israel's social and political structure? What questions face both Jewish and Arab citizens as they prepare to face the future? Why is an understanding of history important as younger generations struggle for peaceful coexistence?

2. Discuss the concept of "revisionist history." Challenge students to use the resources below to create a timeline of actual historical events since the Palestinian Mandate of 1948. Follow up by asking students to "read" the timeline in different lights by assuming various personas, including that of a Holocaust survivor, a Palestinian refugee, an United Nations envoy, etc. How does the interpretation of history change according to the "reader's" point of view?

3. Guide students as they adapt Dr. Martin Luther King's "I Have a Dream" speech for an Israeli audience in 1998.

   LINKS:
   http://judaism.tqn.com/library/weekly/bl1945.htm
   http://www2.theAtlantic.com/atlantic/atlweb/flashbks/israel/kishon1.htm
   http://www.arab.net/palestine/history/palestine_history.html

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Jewish State Democracy

1. Why are Adel Qaadan and his family prevented from purchasing land in Katzir? List the reasons the Qaadans wish to live there. Why do the

village residents "feel it would be better all around" if Arabs and Jews remain segregated? How does the situation point to the larger controversy over Israel's status as a democracy or as a theocracy? Which designation do you feel is more appropriate? Why?

2. In the video, Jerrold Kessel emphasizes that the Qaadan family and the residents of Katzir are "mainstream Israelis, not radicals." Why is this significant? In your opinion, can Israelis and Palestinians reach a lasting peace if they are not allowed to live in the same communities? Explain. Suggest ways for all of Israel's people to preserve their cultural identities while increasing their tolerance of one another.

3. Lead students in a review of the dialogue between the Qaadan family and the Jewish inhabitants of Katzir. The case is now before the Israeli Supreme Court. Divide the class into three groups, one acting as advocates for the Qaadans, one acting as advocates for Katzir, and the third acting as a panel of justices. Have each group develop their argument using information from the video segment and the resources listed below. Remind students to consider their positions and choices in the context of Israel's overall political climate. Hold a mock court session, allowing groups to assume their roles. Ask the "justices" to render a decision at the close of the session.

LINKS:
http://www.findmail.com/list/humanrights-l/?start=276
http://ucsu.colorado.edu/~jsu/politics.html#relinfo
http://www2.ari.net/fmep/table2.html

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Editor's Note

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TODAY'S NEWS TERMS

consolidation	**theocracy**	**Six Day War**	**liberal**
settlement	**mainstream**	**nationalist**	**radical**

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CNN NEWSROOM WORLDVIEW

May 29, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:40	1:40
Top Story	Pakistan defies threats of international sanctions and detonates five nuclear devices.	5:05	6:45
World Reaction	The world reacts to Pakistan's attempt to "settle the nuclear score."	1:30	8:15
In the Headlines	COMEDIAN PHIL HARTMAN DIES	1:05	9:20
School Shooting Discussion	More e-mail from students on the issue of school violence...	1:30	10:50
Editor's Desk	Children feel television presents a distorted image of minority groups.	2:45	13:35
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	16:35
Top of the World	For 50 years the Israeli Army has been the glue that held the country together.	6:15	22:50
Where in the World?	The Golan Heights is at the core of tensions between Israel and Syria.	4:45	27:35
	CNN NEWSROOM CLOSE	:25	28:00

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Instructional Programs From CNN NEWSROOM

CNN TNT CARTOON NETWORK

Top Story

Pakistan Nuclear Tests

1. How does Pakistan's nuclear testing create growing tensions in Asia? What "score" does Pakistan's government hope to settle with India? Why do you think the nation's leaders chose to defy threats of international sanctions? How do historical relations between India and Pakistan increase the uncertainty?

2. How did Pakistani citizens react to the initiation of nuclear testing? Why has the Sharif government been torn over the decision to test? Give possible reasons for Nawaz Sharif's choice. What risks are inherent in this situation? What are the possible political benefits?

3. When did India and Pakistan become independent nations? What are the major causes of the bitter rivalry between the two countries? How might a nuclear "standoff" affect their relations in the immediate future? In the long term? What events increased the tension over nuclear build-up and testing? Predict the "next move" for each nation in the arms race.

4. Lead the class in an analysis of the positive reaction of the Pakistan's people to the nuclear tests. What does this reflect about their feelings of nationalism? After review and research, have students assume the roles of Pakistani citizens, and ask them to compose "letters to the editor" expressing their opinions of their government's nuclear policy. Share these in an open forum. Follow up with a discussion of the effect international sanctions are likely to have on the population. Do students believe letters written a year from today would have a different focus? Why or why not?

5. Invite students to visit the first website listed below to track the escalation of the nuclear race between India and Pakistan. Do they think, as Pakistan's prime minister asserts, that the decision to detonate is a "bold move" to "settle the score?" Is a nuclear standoff a "game" that anyone can actually win? Ask them to predict the next "notches" on the timeline based on their research and the information given in the video segment.

LINKS:
http://www.cnn.com/WORLD/asiapcf/9805/28/nuclear.chronology.ap/
http://www.scri.fsu.edu/~jac/Nuclear/

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World Reaction

1. Why does India's government feel its nuclear policy is "vindicated?" Why are other Asian countries reacting with caution? What moves should the international community take to increase the security of the region? How might nuclear proliferation be slowed or halted?

2. Divide the class into five groups and have students act as the "embassies" of each nation represented in the video segment. Have each design a

"resolution" to present to Pakistan's government summarizing their position on nuclear testing and weapons development. Convene groups for a mini-summit and allow groups to share their positions. Is there common ground? What differences exist? Could the nations possibly reach consensus to agree upon an international policy?

LINKS:
http://www.cnn.com/WORLD/asiapcf/9805/28/pakistan.reax/
http://cgi.pathfinder.com/time/daily/0,1237,101980528-beyondsanctions,00.html

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Editor's Desk

Kids & Media

1. According to the video segment, experts believe television is the most powerful medium of all. Do you agree? Why or why not? Summarize the results of the "Children Now" study. Do you feel the study reflects reality? Do you feel your racial or ethnic group is fairly protrayed on television? What changes, if any, would you like to see? The study focused primarily on entertainment programming. Do you think news and informational programs present a more balanced view of minorities? Explain.

2. Challenge small groups to write television sitcom scripts that "show it like it is." Ask students to include a diverse cast of characters and make their portrayals of people and situations as realistic as possible. Provide for readings and reviews of the scripts.

3. Lead students in a critique of television programming and have them design a "Rainbow TV Guide" with listings and mini-reviews of existing television shows they feel are most representative of the segment of society on which they focus. Extend the activity by asking the class to devise a "ratings system" to indicate the level of racial and gender fairness of selected programs.

LINKS:
http://www.childrennow.org/
http://www.cc.org/topnews/racism.htm

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TODAY'S NEWS TERMS

nuclear testing
rhetoric
sanctions
media
Ghauri missiles
inequities
aggression
racism

CNN NEWSROOM WORLDVIEW

Top of the World

Israel's Military

1. What is the IDF? In what way has it been the "glue" that has held Israel together for 50 years? According to the video, what was the traditional "image" of the Jewish culture? How has this changed since 1948? How do the opinions of three generations of Israeli warriors interviewed in the video illustrate the soul searching that the IDF faces?

2. What was the Intifada? How did it redefine the "opponents" of the state of Israel? What does this mean to the IDF? To what other international conflicts do observers compare the IDF's current enemies? Do you agree or disagree with this analysis? Explain.

3. Israeli men and women are drafted into service for their country. Have students explore the pros and cons of conscription and share their findings. Critics of the Israeli armed forces say it is time to abandon the draft. Discuss their reasons for this, as well as the reasons why military service has always been a critical element of Israeli culture and history. Have each student write an editorial that might appear in an Israeli paper in support of or opposition to mandatory military service for men and women.

4. In the video we hear it asked, "is this a nation with a military or is this a military that holds a nation?" What do students think? Have students work in groups to research the history of Israel and the place of the military in that history and share their information. If modern day Israel was "born in battle," should it also come of age as a military power? Should Israel continue its strong military presence in order to guarantee its existence as a nation or is the IDF in need of downsizing? Discuss.

LINKS:

http://www.netlink.co.uk/users/aeroflt/waf/israel/iafindex.htm

http://encarta.msn.com/find/concise/default.asp?vs=x97&la=na&ty=1&vo=15&ti=02805000

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Where in the World

Israel and Syria

1. Why is Suad Nasir unable to visit her daughter? How do the split families communicate with each other? How does this situation create resentment among Syrians in the Israeli-controlled Golan Heights?
2. Where is the Golan Heights? What nations border this region? How did Israel acquire it? Why is it such a hotly contested region?
3. According to the video, what does Israel's 50th birthday represent to Syrians living in the Golan Heights? Why do the Syrians identify so closely with the Palestinians and the Lebanese? What does Syria want before it will sign any peace treaty with Israel? How has Syria's position towards Israel changed in recent years?
4. Ask students who they believe should control the Golan Heights. Have them work in groups to collect information on the Golan Heights and share their findings. Why is the region valuable to both Israel and Syria? Is Syria's President Assad justified in not signing a peace agreement unless Israel agrees to give up the region? Should Israel stand fast in its claim that, as the victor in the Six Day War, it now owns the Golan Heights? Have each student prepare a brief speech that either Syria or Israel might deliver to the United Nations General Assembly asserting its claim to this region.

LINKS:
http://www.golan.org.il/eindex.htm
http://www.pathfinder.com/travel/maps/GOLANHF.html
http://www.arabicnews.com/ansub/Daily/Day/980409/1998040931.html

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TODAY'S NEWS TERMS

IDF
Golan Heights
conscription
Damascus
anti-Semitism
Jerusalem
Intifada
strategic

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